

ALBERTA, EDUCATION, 1915



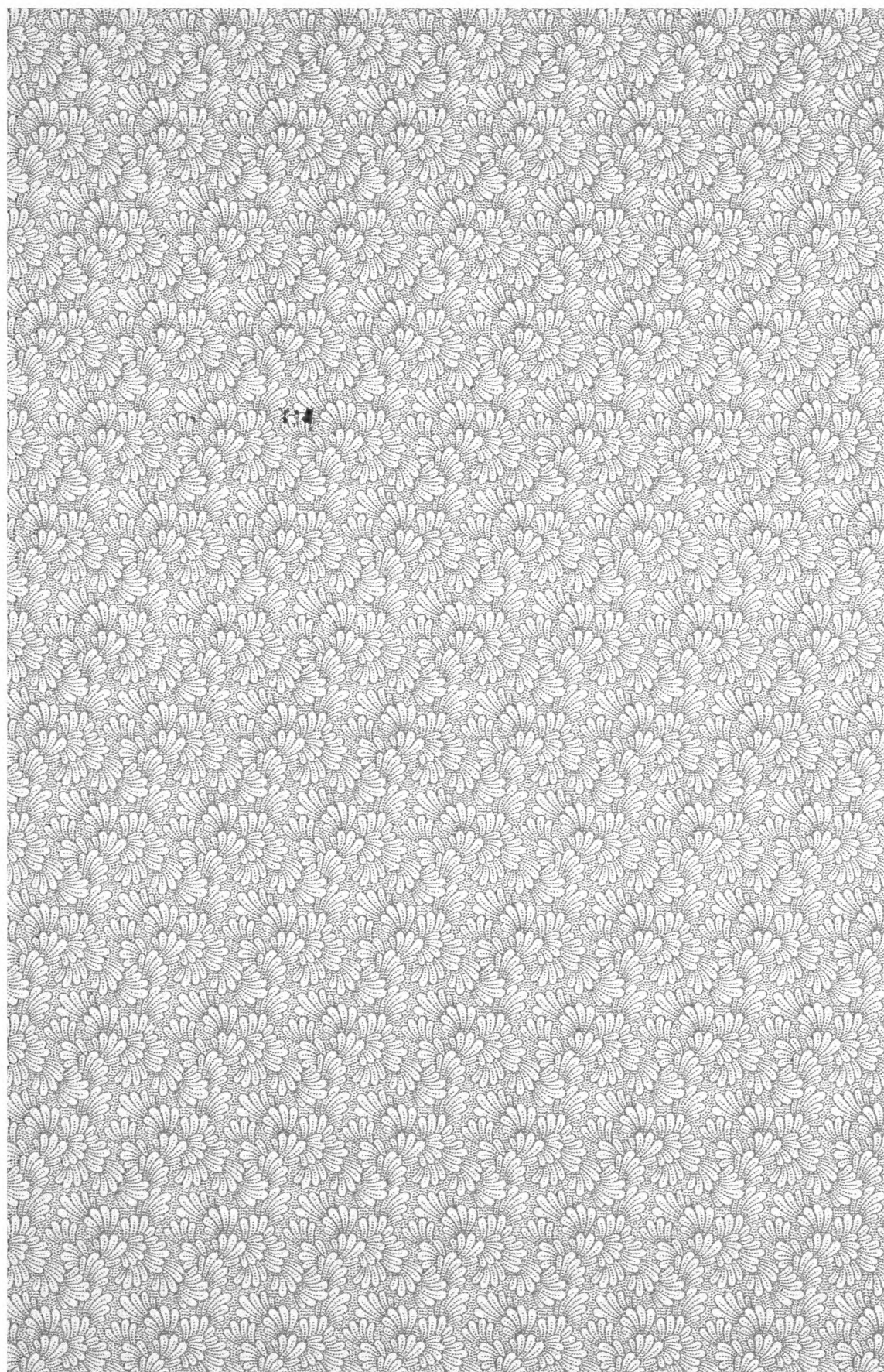
PROVINCE OF ALBERTA
DEPARTMENT OF EDUCATION

TENTH ANNUAL REPORT

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TENTH ANNUAL REPORT
OF THE
DEPARTMENT OF EDUCATION
OF THE
PROVINCE OF ALBERTA
1915

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DEPARTMENT OF EDUCATION,
EDMONTON, June 15, 1916.

To His Honour,

ROBERT GEORGE BRETT,

Lieutenant-Governor of the Province of Alberta.

SIR,—

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1915.

I have the honour to be, Sir,

Your obedient servant,

JOHN R. BOYLE,
Minister of Education.

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PART I.

INTRODUCTION BY MINISTER

REPORT OF DEPUTY MINISTER

To His Honour,

ROBERT GEORGE BRETT,

Lieutenant-Governor of the Province of Alberta.

SIR,—I beg to present to Your Honour the Annual Report of the Department of Education for the year 1915.

The year 1915 has been a year of definite educational progress in this Province. This is particularly so with respect to improvement in our rural schools. Two years ago we commenced to build up an organization for complete enrolment and regular attendance in our rural schools, and now we are getting pronounced results. Our scheme was put in operation about the middle of the year 1913 and was working reasonably satisfactorily in 1914. The figures therefore in this respect are interesting.

The total enrolment in ungraded schools in 1913 was 39,287. In 1914 it had increased to 46,550. The total aggregate of attendance, computed upon the basis of one child one day at school, showed an aggregate attendance in the ungraded schools in 1913 of 3,403,422. This in 1914 had reached 4,304,918, being an increase of approximately 26 per cent. During 1915 we improved our organization considerably and in that year the total enrolment had increased to 51,207, the total aggregate attendance being 5,037,541, being a further increase of 17 per cent. over 1914. It will thus be seen that our aggregate attendance in the rural schools has increased in two years from 3,403,422 to 5,037,541, being an increase in two years of 48 per cent. As the years 1914 and 1915 have not been periods of any considerable immigration into the country, this remarkable increase cannot be accounted for by large increase of population, but is chiefly due to our organization for requiring schools to be kept in operation and the children to attend thereat. During the same period the average percentage of regularity of attendance of those enrolled in our rural schools has increased from 54 per cent. in 1913 to 58.86 per cent. in 1915, which is, I believe, the highest average of any of the provinces of Canada using the same system of computation.

There has been a decided improvement in the efficiency of the teaching done in the rural schools, due largely to the training given at our Summer School for Teachers. During the year 317 teachers availed themselves of the opportunity of this special training.

The greater interest manifested in education in the rural parts is very well illustrated by the large increase in the number of consolidated schools. People are commencing to realize that the common school education which it has been possible to give in the one-teacher rural school is not a sufficient educational equipment for young men and women if they are to be successful farmers, to say nothing about fitness for intelligent citizenship. I am looking forward to very rapid improvement in educational conditions in rural parts of Alberta in the near future.

The teachers of the Province have demonstrated their patriotism in a practical way during the year by subscribing liberally to the Patriotic and Red Cross funds, and a large percentage of the male teachers have enlisted in His Majesty's Overseas Forces in the present war, and some have made the supreme sacrifice for the British Empire and civilization, and their names are inscribed on Canada's great Honour Roll.

I have the honour to be, Sir,

Your obedient servant,

J. R. BOYLE,

Minister of Education.

REPORT
OF THE
DEPUTY MINISTER OF EDUCATION

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education.

SIR,—I have the honour to submit herewith the tenth annual report of the Department of Education for the Province of Alberta, including statistics and special reports for the year 1915.

The year has been a somewhat strenuous one so far as school administration is concerned. Usually the officials of the Department have been able early in each year to make a fairly accurate estimate with respect to the supply of teachers. During the past year, however, the relation between supply and demand was so erratic as to make the uninterrupted operation of schools unusually difficult. The Empire's call for recruits brought an enthusiastic response from classes of young men in our Normal Schools and in the University, and thus many, who, under ordinary circumstances, would have manned our schools, donned the King's uniform and went into training for active service at the front. In addition to this, young men in all parts of the Province resigned their positions and joined the colours, thus leaving vacant many important positions from the principalships of large city schools to the less conspicuous positions of teachers in the remote corners of the Province. Many from the teaching ranks have already reached the trenches and some at least have made the supreme sacrifice in defence of liberty and justice.

Notwithstanding these unusual conditions, the supply of teachers has been very well sustained. The curtailment of business in various spheres of activity has resulted in restoring to the teaching force of the Province many who, during the past few years, have been allured into other avenues. Many efficient lady teachers whose names have been disappearing for some years past from departmental returns have recently been reporting that owing to the enlistment of their husbands for overseas service they were prepared to re-enter the ranks as teachers, and thus the Department has been able to maintain, without any lowering of the prescribed qualifications, a very satisfactory teaching force. A continuance of this serious drain on our supply of male teachers must in time make itself felt, and it behooves those continuing in the service to fit themselves by raising their scholarship and otherwise increasing their efficiency for wider leadership and increased responsibility.

While the Department has been thus concerned with the unimpaired maintenance of schools already organized and in operation the energies of our officials have by no means been limited to effort in this direction. Thus we find that the expansion for the year 1915 has equalled, if not surpassed, that of the preceding year. The number of school districts organized during the year was 120, as compared with 123 during the former year, but while only two consolidations of school districts were effected in 1914, ten such consolidations were brought into existence in 1915. It may be well to say in passing that some slight danger may



GRADUATES, CAMROSE NORMAL SCHOOL, ON OVERSEAS SERVICE, CANADIAN EXPEDITIONARY FORCES

arise through school consolidation becoming contagious, and organizations of this class being entered into without the careful investigation and consideration which the seriousness of the step warrants. The Department, therefore, endeavours to respond to every request for information and advice with respect to this system of school administration and the services of our inspectors and school organizers have been freely given with a view to assisting each community to arrive at a wise decision after the local conditions, favourable and unfavourable, have been fully discussed. It is hoped that with these precautions, consolidations may be established only where conditions are such as to render successful operation reasonably certain, so that the system which is capable of doing so much towards the betterment of school facilities in rural communities may not be held responsible for weaknesses which are not inherent in itself but merely resultant from conditions wholly unsuitable for this type of school organization.

It is interesting to note that notwithstanding the strenuous experiences through which our Province, in common with other parts of the Empire, is passing, our school population has increased by 7,376, or 8½%. At the same time the regularity of attendance has been greater than ever before in the history of the Province, having improved by more than 2% over that of 1914 and by more than 5% over that of 1913. We have here a further evidence of the salutary effect of recent measures adopted to secure greater regularity in school attendance. The following table shows at a glance the increase in numbers since the organization of the Province:

Year	No. of School Districts	No. of School Districts Operating Schools	No. of Classrooms	Total Enrolment
1906	746	570	760	28,784
1907	902	694	945	34,338
1908	1,070	851	1,139	39,653
1909	1,250	970	1,323	46,048
1910	1,501	1,195	1,610	55,307
1911	1,784	1,392	1,902	61,660
1912	2,029	1,600	2,229	71,044
1913	2,235	1,705	2,511	79,909
1914	2,358	2,027	2,898	89,910
1915	2,478	2,138	3,082	97,286

Before leaving this subject it may be interesting to note the increase in the average period of attendance during the past three years. In 1913 only 27% of the pupils enrolled attended school more than 150 days in the year. In 1914 this percentage was increased to 32, and in 1915 to 36.

In my report for last year some comment was made with respect to the movement of population back to the land. An examination of the statistical returns for the year 1915 shows that whereas fairly substantial increases in school enrolment are recorded with respect to the two largest centres—Edmonton and Calgary—the enrolment for the smaller cities and the towns has undergone comparatively slight changes, so that the net increase during the year is accounted for chiefly by the development of the rural communities. It would thus appear that the fluctuation of the majority from the rural to the urban schools and back again, which has been going on since the formation of the Province, has ceased, and that the rural communities have received an impetus which will

enable them to hold the majority for years to come. The following table summarizes this movement of school population since the Province was formed in 1905:—

Year	Rural	Urban	Total
1905.....	13,619	10,635	24,254
1906.....	14,576	14,208	28,784
1907.....	16,344	17,994	34,338
1908.....	19,599	20,054	39,653
1909.....	23,165	22,883	46,048
1910.....	29,835	25,472	55,307
1911.....	32,098	29,562	61,660
1912.....	36,399	34,645	71,044
1913.....	39,287	40,622	79,909
1914.....	46,550	43,360	89,910
1915.....	51,207	46,079	97,286

A comparison of the classification of pupils during the last few years shows an encouraging increase in the number continuing through the secondary grades. Thus the number of pupils in Grade XII. was 439, as compared with 279 in 1914 and 288 in 1913; the number in Grade XI. was 984, as compared with 623 in 1914 and 523 in 1913; the number in Grade X. was 1,474, as compared with 1,133 in 1914 and 710 in 1913. The total attendance in the four secondary grades in 1915 was 5,233; in 1914 it was 3,974, while in 1913 it was 3,163. As conclusive evidence that higher education is receiving increased attention I may point out that the percentage of the total enrolment classified in the secondary grades was 5.38 in 1915; 4.41 in 1914, and 3.96 in 1913.



VALHALLA S. D. (PEACE RIVER), JUNE CELEBRATION

It is with some trepidation that one turns in these times of alleged stringency to the matter of finance. It is therefore refreshing to note that the taxes for school purposes collected in 1915 exceeded in amount those collected in 1914 by \$704,548, and those collected in 1913 by \$832,108. The amount collected is fairly evenly divided between rural and urban districts, the former raising by taxation \$1,747,150, and the latter \$1,986,172. It is true that school officials during the past year have done more careful financing than they have for some years past, and it will be noted that the amount of school debentures issued for the

purpose of building and equipping schools has been unusually small. A study of the statement giving the comparative cost of education will show that economy has been practiced in all classes of schools, with the result that the cost of education, whether estimated per capita or per day, has been reduced in every class of school. At times during the year there appeared to be some danger that the efficiency of our schools would suffer seriously, so eagerly did School Boards seek means of curtailing expenditures. No disastrous results followed, however, while, on the other hand, the fact that all departments of school work came under more or less severe scrutiny, and School Boards seriously endeavoured to discriminate between essentials and non-essentials, will no doubt have a salutary effect on educational matters for some years to come.

A study of the various statistical reports appearing elsewhere in this volume will serve to show the steadily increasing importance of the rural communities and the rural school. This fact will be impressed on the mind more fully as the years go by. The Boards of rural schools can hasten the time when teachers will seek positions in the country in preference to the towns by adopting business methods in the administration of their school affairs. It is true that it may be more difficult to arrange for a meeting of a School Board in a rural community than in a town. It is often the case, too, that a teacher cannot possibly find as comfortable quarters in the country as may be secured in a town. The rural teacher is probably more likely to become involved in the petty quarrels of local factions, if not even to be the cause and centre of such differences. To offset these objections School Boards should endeavour to make it possible for the teacher to devote her energies and her talents to the advancement of every worthy undertaking in the community, without being harassed by matters which seldom distract the mind of the town teacher. Probably the most frequent cause of dissatisfaction experienced by the teacher in the rural school is the failure of the Board to provide for the payment of salary at regular and reasonably frequent intervals. Teachers occasionally report that they are placed in the humiliating position of being unable to meet their own obligations promptly through the default of School Boards with respect to the payment of salaries. There should not be any good reason why the Board of a rural or village district should not make arrangements whereby salary cheques should be issued to the teacher at regular intervals, preferably monthly, as is the practice in town districts. To show that improvement is needed in this direction it is only necessary to refer to the comparative statements of assets and liabilities in the various classes of school districts, where we find that out of pay-rolls of approximately equal amounts rural districts were owing on teachers' salaries at the end of the year \$112,159, while town and village districts were owing only to the extent of \$15,151. It is gratifying to note, however, that the returns for 1915 showed a decided improvement in this respect over 1914, the arrears due teachers at the end of 1914 being \$143,503.

The amount of grants paid to the school districts of the Province during the year was \$569,555, as against \$523,822 in 1914; \$479,945 in 1913, and \$430,032 in 1912. As school grants are calculated on the basis of the number of teachers actually employed and the number of days during which the schools are operated, these figures, probably more accurately than any others, indicate the actual expansion that has taken place during recent years.

Your attention is respectfully directed to the various special reports which follow and which indicate not only the many phases of educational

and administrative effort in which the officials of the Department are engaged, but also the methods employed and the measure of success achieved in endeavouring to solve the problems which are constantly arising in connection with the development of our educational system.

I have the honour to be, Sir,

Your obedient servant,

D. S. MacKENZIE,
Deputy Minister of Education.



SCHOOL GARDEN, SUMMER SCHOOL FOR TEACHERS, 1915

PART II.

SPECIAL REPORTS

REPORT OF CHIEF INSPECTOR OF SCHOOLS.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honor to submit for your consideration my report as chief inspector of schools during the year ending December 31st, 1915.

This year the months of October, November and December were spent in inspecting the secondary departments in the public schools, where students are preparing for the departmental and university examinations. These schools may be divided into three classes:

(1) Those that are preparing students for the normal entrance examination and have only one teacher for Grades IX., X. and XI.

(2) Those that are taking Grades IX., X., XI. and XII. and have two or three teachers in charge.

(3) Those that have at least four teachers in charge of Grades IX., X., XI. and XII., and matriculation.

Schools of the first class are usually located in villages and small towns, and draw a good part of their classes from the rural community inside of a radius of 20 miles. The parents of the brightest boys and girls in these communities, who desire to educate their children, may not be in a position financially to send them to a city or large town school, where they can secure the advantages of the most modern equipment for the study of science and specialized teaching, but can give them all the privileges that the first class of schools have to offer. The teacher in these schools does not have many periods for formal teaching, as nearly all of his time is devoted to assisting the individual students and classes with their difficulties and assigning and correcting exercises. It is a rare thing to find a teacher who has a thorough knowledge of all the subjects of the course in the grades taught, and the students in most cases have to depend for their success on their own efforts, directed by the instructor. This means that the mediocre student becomes discouraged and leaves school much earlier than she had intended. The equipment for the teaching of science in these schools is in general inadequate and the students have not had the practical experience of performing the experiments outlined in biology, chemistry and physics, and the facts in these subjects are memorized rather than impressed on the mind by means of experiments which they have manipulated. There is, however, a great improvement during the year, as many of the school boards are taking advantage of the liberal grants offered by the Department to assist in equipping a laboratory with modern apparatus.

Schools of the second class also draw a large percentage of their students from the rural communities for the same reason as referred to in connection with the first class. These schools are doing a much higher type of work than the former, as they usually have one teacher who is a



WOODWORK, SUMMER SCHOOL FOR TEACHERS, 1915

specialist in science and mathematics, while the second teacher has specialized in English and history, and the work can be taught more skilfully and the weaker students receive more assistance and encouragement. The equipment for the teaching of science is in most cases adequate for the performance of the experiments by the teacher, but except in the case of chemistry there is not sufficient apparatus for the pupils to perform the experiments individually.

These two classes of schools are doing excellent work in education for the province, as they are making it possible for the boys and girls in the communities, of which they are the centres, to procure an education above that given in the eight grades of the public schools. The trustees in these districts find it difficult to furnish the finances with which to operate the school, as they have only the village or town and a small agricultural area upon which they can levy taxes, and the rates must be high in order to educate the children from their own district and those students from the surrounding country. I am of the opinion that these schools should be supported by a larger unit of area than an ordinary school district, or that the boards of trustees of the rural schools which send pupils should pay a liberal grant towards the education of these students. This would eliminate the fees that are at present charged in a few districts and which in some cases prevent the student whose parents are poor from receiving an education in a secondary school. These students from the rural districts are hard working, capable and ambitious to obtain an advanced education, and in educating them these non-urban high schools are making a valuable contribution to the Province. The Commission on Country Life selected by ex-President Theodore Roosevelt reports "not only in the material wealth that they produce but in the supply of independent and strong citizenship, the agricultural people constitute the very foundation of our national efficiency." These rural students bring a freshness and rugged manhood and womanhood into our schools which act as leaven in our educational system in this Province, and they should be given the opportunity of a high school education within easy access of their homes.

The urban secondary schools of the Province are doing excellent work. The boards of trustees have provided modern buildings, well ventilated and properly lighted and equipped with the most modern laboratory equipment for the teaching of agriculture and science. Special care is being taken in selecting comfortable seating accommodation for the students and adjustable seats are used in these institutions. Specialists are in charge of the different departments and the teacher is in general a university graduate. During the last two years there has been considerable reorganization to meet the needs of the people, and courses in commercial work are in operation, with experienced specialists in charge, and practical instruction in agriculture and school gardening has been introduced. The courses in art, mechanical drawing and the domestic arts have received more attention, and preparation is being made by the larger schools for a two-years' high school course in manual training.

Composition is one of the subjects that requires a great amount of attention by the high school, and practice in both the written and oral composition should receive attention in connection with the teaching of every subject, but, in addition, a carefully thought out composition should be demanded from the student at least once every week. In a few schools this subject is neglected or is placed in charge of a teacher who has no training or aptitude that qualifies him to teach it or relate it to his other

work. There is, however, a gradual improvement noticeable in the teaching of this subject, and specialists are now taking charge of it in all the larger schools.

The improvement in writing is marked in those schools where commercial departments are established, and a specialist has charge of this subject throughout the whole institution.

The larger schools are well organized for literary society and debating club work, and special attention is paid to oral composition or public speaking, orchestra and glee club work, and committees have charge of physical culture and all sports engaged in by the student body. Some attention has been given during the last three years to vocational guidance in connection with the senior grades of the public schools and junior grades of the secondary schools, and through this means parents and teachers are brought together to discuss the best means of fitting the child for a life of service.

The work in connection with the departmental examinations is growing rapidly and the administration in connection with the setting



TWO-ROOMED PUBLIC SCHOOL, BLACKIE

and revision of papers, the conducting of the examination for the different grades, the reading of the answer papers and recording the results occupies considerable time and demands much clerical work. The number of students who wrote on the departmental examinations in 1906 was 872, and in 1915, 4,337. The number of centres at which examinations were held was 96, and 159 presiding examiners were in charge. One hundred and seventy sub-examiners were engaged during a period of three weeks in reading the answer papers of the candidates for diplomas. The expenses in connection with these examinations in 1915 amounted to \$27,049.55, and with the rapidly increasing attendance in the secondary schools the necessary expenditure hereafter will exceed this amount. The direction of this work will require the attention of one official for a good part of his time, as associated with it is the granting of certificates to teachers entering the Province, the issuing of permits and the correspondence in connection therewith.

The duties of the inspectors of schools have during the last three years been extended so as to include that of truant officer in the rural districts, official trustee in districts where the Board is in financial difficulties and needs expert assistance, or where to conserve the educational interests of the districts it is absolutely necessary to relieve the trustees of their responsibilities. The results obtained from their services in these capacities have fully justified this departure, as their work as truant officers has caused parents who formerly neglected to send their children to school to send them regularly and thus avoid the penalties provided for in the Act. They have also been instrumental in placing the financial standing of the districts on a good basis by their business methods in collecting arrears of taxes and in levying a tax that will provide funds to maintain a yearly school. The ratepayers in many cases have shown their appreciation of the work done by requesting that the inspector be left in charge of the district, and in some cases even refusing to appoint a Board of Trustees when the inspector sent in his resignation.

The principal work of the inspector is, however, in the school, assisting the teacher who is inexperienced or who is not familiar with the best methods of teaching the different subjects of the course of study. Their work in assisting weak teachers and those holding provisional certificates is most important, and it is necessary that these be visited shortly after taking charge of their school, and as often thereafter as time will permit.

The inspectors have as an average 160 schools or departments under their jurisdiction, and they have made a strenuous effort to inspect the rural school twice during the year, but this has proved to be impossible. The number of rural schools in charge of an inspector should not exceed one hundred, in order that he may visit all twice each year, and visit those with weak teachers more frequently. If this change were made, the work of the teachers would be stimulated and the methods used in the schoolroom improved, thus giving better service to the school officials and better training to the children of the districts.

The granting of the professional certificates is based on the inspector's estimate of the work of the teachers, and their reports are carefully checked and the record of each teacher is preserved. During the year four hundred and seventy-seven professional certificates, nine hundred and thirty-eight interim certificates, and three hundred and ninety-six provisional certificates were issued.

In conclusion, I beg to refer to the teaching of civics in all our schools, and the discussion of important current events by teachers and senior students. These subjects are receiving more attention than formerly, but even yet a number of teachers deal only with the external functions of government, and even in the secondary grades fail to deal with the fundamental principles of liberty and law which form the basis of all government. The school should issue the call to citizenship and should endeavor to have each student leaving its halls realize his privileges and responsibilities as a citizen of Canada.

Your obedient servant,

J. T. Ross,
Chief Inspector.

ALBERTA NORMAL SCHOOLS.

REPORT OF E. W. COFFIN, B.A., PH.D.

PRINCIPAL, NORMAL SCHOOL, CALGARY.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I beg to submit herewith for your consideration the tenth annual report of the Provincial Normal School at Calgary, for the year 1915.

The usual sessions were held during the year, opening respectively on January 5th and August 18th. The enrolment for the first session was 154, for the second 172, the latter being the largest in the history of the Normal School.

The attendance for the year is classified in the following table:

ATTENDANCE FOR 1915.

	First Class			Second Class			Totals		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
First Session..	36	18	54	33	67	100	69	85	154
Second Session	19	34	53	25	94	119	44	128	172
Totals for year	55	52	107	58	161	219	113	213	326

During the first session the attendance was well maintained, only three students withdrawing on account of illness and two from other causes. During the second session five students enlisted in the Overseas Forces, four of these in the Army Medical Corps and the fifth in the Cycle Corps at Niagara. At the close of the session three others also joined the colors. At this point we are glad to state that so far as can be ascertained at least forty-five former students of the Normal School are now in uniform for service abroad. During the second session, also, one withdrew on account of illness, and one to take a business position, and four others were obliged, on account of illness, to omit or discontinue the final examinations in December. We regret to report that one of these, Miss Dorothy M. Pullen, of Empress, Alberta, died just before the close of the session, the first case on record of a death among the student body while in actual attendance.

The following tables show the academic standing of the students for the year, and also the certificates obtained on the basis of Practice Teaching.

TABLE SHOWING ACADEMIC STANDING.

	Grade XII. or equivalent	Under- graduates	Graduates	Grade XI. or equivalent	Matriculation	Totals
Alberta	66	3	2	129	1	201
Saskatchewan			1	1		2
Manitoba	3			16	2	21
Ontario	2	7	7	25	1	42
Quebec			1	1		2
New Brunswick.....				4		4
Nova Scotia.....	3	2	2	6		13
Prince Edward Island.....	2			5		7
British Columbia.....					1	1
United Kingdom.....	1		4	6		11
United States.....	1			20		21
France				1		1
	78	12	17	214	5	326

TABLE SHOWING CERTIFICATES OBTAINED

(Including 19 former students who repeated the Practice Work).

	First Class Interim	Second Class Interim	Third Class	Withdrew
First Session.....	44	98	10	5
Second Session.....	55	114	12	7
	99	212	22	12

Of the above three students of the First Class and eight of the Second were admitted conditionally, having failed in one or more subjects of the High School course. These will not receive their Interim Certificates until they have satisfied the non-professional requirements.

Of the attendance recorded above 283 students were granted Physical Training Certificates as issued by the Strathcona Trust during the year. Ten candidates had already obtained this certificate, eighteen failed in the examination, and fourteen withdrew. One student was, on account of illness, unable to complete this work.

It will be seen from the examination of the above statistics that the representative character of the student body is being maintained, especially during the winter session, when those who had entered the Province during the preceding summer or fall and taken schools on Permits proceeded to qualify. Also, that the number of candidates from the United States increases. These latter are required during the session to pass a special examination in British and Canadian Geography and History and Canadian Civics. Necessary as this is in their cases, it has to be admitted, however, that a training no less thorough in the same

subjects is advisable for all. Most students, even those who have been teaching, are weak in a basic knowledge of history in its fuller social significance of current events and of commercial geography. The facts which alone seem to have been taught have faded from the memory, and these have to be reviewed before any new interpretation can be attempted.

In the month of December sixteen former students who had failed to qualify during previous sessions repeated their practice work, making the total number doing practice work during the second session of 1915, 188. With this large number it is useless to require more than eight or nine lessons from each student, and even this inadequate amount of training imposes a very great burden on the practice schools. The fact that, of our twelve practice rooms, eight are below Grade V., together with the necessity of occasionally leaving the Principal's room free from these interruptions, shows the urgent need of further practice facilities in the intermediate and higher grades. The control of another complete elementary school would give us this much-needed extension. It is true that the majority of the students on completing their training are employed in schools containing only the lower grades, but that does not necessarily continue to be their work, and they have no further oppor-



PUBLIC SCHOOL, PEACE RIVER CROSSING

tunity to get training for the more advanced work when it confronts them.

In spite of the increasing burden of practice teaching, the practice schools continue to do excellent work, and, so far from there being any feeling that pupils are handicapped in these schools, we are unable to admit all the applicants that are supposed to belong to the constituencies of these schools. The teachers of the Practice Schools are uniformly zealous and untiring in their efforts to keep up the standing of their classes, as well as to give help, in season and out of season, to students teaching in their rooms. Naturally it is hardly possible to do much in the way of experiment. There is good reason to believe that some modification in the direction of grading according to progress in individual subjects, at least in the higher grades, would be beneficial. A subdivision of grades also, so as to give the teachers from Grade II. to Grade VII. two or more classes each would off-set the tendency towards over-teaching, so prevalent in graded schools, would allow the pupils to do more independent

work, and would approximate the condition of the ungraded school. Such an arrangement, to some extent, is our aim, but the conditions of enrolment have as yet prevented us from attaining it. However, all classes comprise at least two divisions, and thus the rigid lock-step methods of grading and promotions are to some extent avoided.

A number of teachers who had obtained their Second Class Professional Certificates wrote this year extramurally on their First Class Professional Examinations, and it is encouraging to note that the quality of their work showed more thorough preparation than heretofore. Such candidates prepare for these examinations under considerable disadvantage, partly because there are, in several subjects, no adequate reference books. Some of the most needed treatises are in the subjects of History and Civics, Geography, Nature Study and School Management. The text-book in Agriculture recently authorized by the Department of Education, and such reference books in Arithmetic as Brown & Coffman's, are valuable helps, but there is great need of a work on rural school administration, embodying also some details of method. In lieu of such a compilation from the hands, say, of inspectors and Normal School specialists, a well-selected list of helpful books covering a wide range of practical educational topics, might wisely, I venture to suggest, be prepared as a supplementary course of reading for teachers seeking advancement, as well as for all who wish to keep professionally alert.

In this connection I wish to express my appreciation of the assistance given our students by the Calgary Public Library. The Library staff have gone out of their way to direct the students in their reading, and have granted privileges that are really more than could have been fairly expected. No less a boon is found in the Museum of the Natural History Society. The Curator of this Museum, Mr. Thurston, has given freely a large part of his time to our students who have gone individually or with practice school classes, almost every day, to study the fauna of the Province in preparation of practice lessons. We have come to consider the Public Library and the Museum invaluable co-operant agencies in our teacher training.

The impossibility of making even temporary provision for laboratory and demonstration facilities in Science in our present building made it necessary to seek additional space, and in November of this year the Minister secured the lease of an unused church building on Fifth Street West, conveniently near to the Normal School, and this was speedily equipped for the accommodation of Grade II. of the Practice School. Thus, through a further shuffle of classes, a room on the third floor of the Normal School building was made available for Science, and this is to be used as a demonstration and class-room for Agricultural Chemistry and Physics. This is but a temporary expedient, but, we are assured, will lead the way to more adequate equipment. The readiness of the Departments of Education and Public Works to make the most of suggestions for these purposes is a source of great satisfaction to the staff.

While we still look forward with eagerness to an eight-months' session, we can remark with much satisfaction on the zeal and serious purpose of the great majority of our students. Almost all enter into the work with enthusiasm, and, while naturally some find the work much heavier than do others of more advanced attainments or greater aptness, the chief complaint is that there is not sufficient time for observation in the subjects of the elementary school. The real problems of the rural, one-room school are met in our scheme only suggestively, and I cannot avoid a feeling that, no matter how elaborate our equipment and our

courses, or how long continued our practice teaching, our present system tends to educate student teachers away from, rather than toward, rural service. During the summer of 1914 I directed a circular of enquiry to some fifty leading State Normals in the United States on the subject of the preparation of rural teachers. Some thirty replied, and their reports go to show that, so far as Normal School training goes, the rural school gets anything but a "square deal." In most cases only a small percentage, and those the weaker, the least experienced and the shorter course students, take rural positions, while the aim and focus of all thorough-going courses would seem to be service in an urban community. In some States, notably Minnesota and Wisconsin, the rural teacher problem is handled in hasty fashion by the High Schools. Some of the Normal Schools offer courses in Rural School Administration and allied subjects, and some have rural schools for observation and practice; but the larger number pass over the rural teacher as one to be satisfied with the crumbs that fall from the table spread for the urban candidates.

Does this mean that the rural problem is but a passing one, or one that will solve itself? It is true, no doubt, that the one-roomed school is a



GARDENING OPERATIONS, CLANSMAN S. D.

makeshift, and that consolidation will increasingly displace it and its problems; but in our Province consolidation will be a matter of many years to come, and even under such improved conditions the larger questions of rural life and social service will be forever with us, as they should be. Unless, then, we take serious hold of this task of rural training, not merely in regard to the details of ungraded school economy, but also in regard to community service, home, social and industrial, and until we thus definitely aim to train teachers for country service, we shall continue to exploit the country school as a sort of extension of the Normal course for the benefit of the urban schools. Young teachers of any degree of pedagogical aptness manage, on the basis of the start given in the Normal course, to blunder into a passably good *ratio studiorum* before they quit the job, but unless they quit the profession finally, their crowning meed of service is a town position.

A longer Normal course would enable us to deal more competently with this question, the one that concerns so great a majority of the provincial taxpayers. It would be possible to give fuller courses in rural school administration in rural sociology and in immigrant problems, as well as in agriculture and gardening. There would be more opportunity for the co-operation of the inspectors with the Normal staffs and for study of rural school conditions in the light of the educational theory then being presented; and when rural teaching is made so attractive, not only in salary but also in living conditions, that such a post will not be viewed merely as an irksome time of probation, then the rural teacher will begin to realize himself as a force for betterment in the community.

The following changes took place in the Practice School staffs at midsummer: Miss Blatchford, of Grade III. Practice School, resigned and was succeeded by Miss Bertha Patriquin, of Medicine Hat; Miss Macdonald, of Grade V., resigned and was succeeded by Miss Honor, of Grade III., Sunnyside; Miss Amy Ramsay, B.A., one of our recent graduates, succeeded Miss Honor in Grade III. Mr. Stanley Walker, of Grade VII., secured leave of absence to join the 50th Overseas Battalion.



THE RESULT OF A SINGLE SEASON'S OPERATIONS BY A PROGRESSIVE
TEACHER AND HIS ENTERPRISING PUPILS (CLANSMAN S. D.)

and has since been transferred to the 89th with a Lieutenant's commission. His place is being supplied by Mr. A. Cameron Mackenzie, of the Central School, Calgary.

The only changes in the Normal School staff were the resignation of Mr. George E. Cox, assistant in Manual Arts, to accept a position as Supervisor of Manual Training in Brockville, Ontario, and the appointment of Mr. Frederick Parker in his place. Mr. Parker entered on his duties at the opening of the first session of 1915. In August, Miss Annie Shaw was appointed Librarian.

Medical examination of students is now conducted very thoroughly each session by Dr. A. Fisher, superintendent of the Calgary General Hospital. It would be well also to have a thorough dental examination, both for the good of the student teachers themselves and also as an object lesson to them in the importance of timely care of the teeth for the

pupils in their schools. Hygiene, both dental and general, will continue to be a matter of ineffective lecture and conversation, until teachers by personal experience adequately realize its importance.

During the second session members of the Normal staff took part in the following Teachers' Conventions: Mr. Loucks at Lethbridge; Mr. Roberts at Olds; and Miss Fisher, Mr. Hutchison, Mr. Loucks and the Principal, at the Calgary - High River Convention held in Calgary. The Principal also spent two days at the special course for teachers of the Schools of Agriculture held at Olds in September.

The usually large attendances as reported above have made the year a very busy one; but we are confident that even under the present conditions of pressure and hurry, the influence of the Normal Schools will be cumulative, and with the establishment in the near future of a more advanced course for experienced teachers and Principals, and with further technical training, the professional spirit of the teaching body will be stimulated and tenure of position will be made more lasting.

I have the honour to be, Sir,

Your obedient servant,

E. W. COFFIN,
Principal.

REPORT OF G. FRED McNALLY, M.A.
PRINCIPAL, NORMAL SCHOOL, CAMROSE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the fourth annual report of the Provincial Normal School at Camrose.

The year 1915 marks a new epoch in the history of the Camrose Normal School. The work of the year was opened on January 3rd in a splendidly equipped new building, with ample accommodation for the teaching of all the subjects and office space for the specialists of the staff. For the first time students were enrolled for training as first class teachers.

Two sessions were held during the year. The attendance for the year greatly exceeded all expectations, that of the second term being greater than that of any previous term in the history of the school.

ATTENDANCE FOR 1915.

	First Class			Second Class			Special Class			Total
	Men	Women	Total	Men	Women	Total	Men	Women	Total	
First Session.....	20	13	33	32	45	77	3	20	23	133
Second Session.....	20	18	38	23	81	104				142
										275

One of the encouraging features of the foregoing statement is the large number of men enrolled. During the first session the sexes were almost equally divided. One may reasonably expect that in a short time an equal number of men and women will be found in the Normal Schools.

training for the work of education. Of these, 72 were recommended for interim certificates of the first class, 182 for certificates of the second class, and 14 for certificates of the third class.

Two students who were in attendance during the term were refused certificates of any class, for cause. Five students were unable to continue throughout the term, three of them because of ill health and two for other reasons. Two of these returned during the second session and successfully completed their work. December 1st, five students returned to the Normal School to complete their work of Practice Teaching. All of these were able to satisfy the staff of increased ability in this line and were recommended for interim certificates.

The accompanying table shows the distribution of the students and their academic standing:

	Grade XII. or equivalent	Under- graduates	Graduates	Grade XI. or equivalent	Matriculation	Totals
United States.....	6		2	22		30
New Brunswick.....				3		3
United Kingdom.....		1	2	15		18
Alberta	42	11	8	118	3	182
Saskatchewan				1		1
Manitoba		1		2		3
Ontario	3	4	1	16		24
Quebec						
Nova Scotia.....	1		1	6		8
British Columbia.....						
Prince Edward Island.....				6		6
						275

The special course for British and American teachers under the new regulations was held at Camrose during the first five weeks of the year. Twenty-three experienced teachers enrolled for this work and proved admirable students. At the close of the session all were placed in teaching positions in the Province. Inspector J. A. Smith, of Calgary, rendered valuable service in connection with the course. Although, at the outset, some of the teachers regarded the course as more or less of a hardship, in view of their long and successful experience, all soon felt its value and were so attentive to their work as to be recommended for interim certificates.

Under the arrangement with the Camrose School Board the Practice School cares for all the public school pupils of the town. These pupils are distributed through the eight grades in eight classes. The Normal School has also the privilege of using the three rooms of the High School for practice purposes. These classes are used for the students of the first class only. When the enrolment in the Normal School reaches one hundred and forty, or more, a tremendous burden is imposed on the Practice School. Under existing conditions it will be impossible to relieve this pressure except through making use of rural schools in the neighborhood. The following schools are favourably located for such:—Sifton, Bittern Lake, North Bittern Lake, Balenstein, Dinant, Swea, Avonroy and New Salem. Naturally certain adjustments would have to be made to insure the schools so used being kept up to such a standard

as to make them suited to Practice School purposes. Motor transportation would solve the problem of distance and a lengthened course would make such an arrangement feasible. It will probably be a fortunate thing for the Normal School when overcrowding in the matter of practice facilities focuses attention directly on the possibilities of such an opportunity.

Of the 275 students leaving this school during the year, all but 20 began work in rural schools, some of them without ever having seen the inside of such a school before assuming charge of their own. Since the Normal Schools prepare teachers in so large a measure for rural school work, they should seize every opportunity to come into intimate touch with the rural problem. With the lengthened term it may be possible to include a strong course in rural sociology. The most frequent complaint heard with reference to our graduates is that they seem unable to adapt



"LITTLE MISS MUFFETT"

PRIMARY DEPARTMENT, CAMROSE NORMAL SCHOOL

themselves to the unfamiliar conditions of the country community. Observation and practice in typical rural schools and a careful study of rural life problems might assist them to make a larger and more intelligent contribution to the life of the community which they may be serving.

This school, in common with practically every institution of learning in the Dominion, has made its contribution to the splendid force which the Dominion is forwarding for the maintenance of British ideals. Mr. R. M. Gibson, Principal of the Practice School, retired from his work here in June and is now serving with the Fifth Universities Company. Sixteen graduates of the school are either in active service in the trenches or are scattered through various Western battalions undergoing training.

The school is proud of these men, and trusts, having done their bit for their country abroad, they may be permitted to return for many years of service in this Province.

With the greatly increased enrolment at the opening of the year it was felt that the staff as then constituted could not cope with the work. Acting under your instructions, Inspector Walter Scott, of Hardisty, joined the staff for the period from January to April. Mr. Scott assisted greatly both in lecture work and criticism of Practice lessons. The splendid spirit which he brought to his work and his own wide experience, combined to make his work very practical and of great value to the students.

At midsummer C. Sansom, B.A., Inspector of Schools at Macleod, was appointed to the regular staff as Instructor in Psychology and Mathematics. Mr. Sansom has entered upon his duties with great en-



FOLK DANCING, PRIMARY DEPARTMENT, CAMROSE NORMAL SCHOOL

thusiasm and will doubtless exercise a wide influence on the teaching life of the Province. In the early spring Mr. Eric Thorsen, who had formerly filled the position of Instructor in Physical Drill under the Strathcona Trust, returned to Norway. The Militia Department, finding it impossible to furnish an instructor, authorized the appointment of Mr. Gerald F. L. Manning, a member of the staff, to this work. Mr. Manning joined the staff as assistant in Manual Arts. His work in both capacities has been very satisfactory. During the summer certain changes took place in the staff of the Practice School. As mentioned above, Mr. Gibson retired from the principalship, having held the position from the organization of the school. He was succeeded by F. D. Weir, B.A., of the Collegiate Institute, Calgary. H. M. Ford, B.A., who acted

as vice-principal during the first term of the year, left the teaching profession to enter upon the study of law. Claude H. Robinson, a successful teacher in High River, was appointed to succeed him. Miss Elizabeth Sharman was compelled to return to Lethbridge on account of illness of her father. Miss Edith K. Johnson, B.A., was appointed in her stead. A splendid spirit of co-operation prevails in the Practice School, which assists very materially in making the practical work of the Normal course a success.

On October 8th the formal opening of the new building took place. Mr. R. P. Blakey, the Provincial Architect, on behalf of the Department of Public Works, presented the Minister of Education with the key of the building, who formally dedicated it to the work of training teachers in the Province of Alberta. Speeches of an educational character were delivered by Hon. A. L. Sifton, Premier; Hon. J. R. Boyle, Minister of Education; President Tory, of the University of Alberta; Geo. P. Smith,



WOMEN'S BASKET BALL TEAM, SPRING TERM, 1915, CAMROSE
NORMAL SCHOOL

M.P.P. for Camrose; Edward Michener, Leader of the Opposition in the Provincial Parliament; Dr. Jas. C. Miller, First Principal of the Camrose Normal School; and Supt. W. E. Hay, of Medicine Hat, President of the Alberta Educational Association. The citizens of Camrose entered very heartily into the ceremonies of the day. At noon a luncheon was tendered the visitors, at which the Minister of Agriculture delivered an eloquent address. In the evening a public reception was held in the library of the Normal School.

During the year the school had the pleasure of visits from the Minister of Education, Dean Howes, of the University of Alberta, and Dr. Jas. C. Miller, Director of Technical Education. The Minister

urged that greater attention be given to civics by the teachers and announced that in all probability it would be possible to lengthen the course for the training of teachers by autumn, 1916. Dean Howes spoke on the relationship between the teacher and the Schools of Agriculture, and Dr. Miller explained the Department's plans with respect to Technical Education.

Certain of the school activities should receive mention in this report. A very successful Literary Society was maintained throughout the year. The school is indebted to this society for entertaining and interesting addresses from Dr. Woods Hutchinson, of New York; the late James Speakman, President of the U.F.A., A. E. Ottewell, Secretary of the Department of Extension of the University of Alberta; F. P. Layton, and others. Since the advent of Mr. Sansom the Glee Club has taken on new life and good work is being done. The Dramatic Society is successful as before. Early in December a splendid concert was held by these organizations and more than \$100 was handed over to the Patriotic Fund.

The work of the school for the year has been very satisfactory from the standpoint of character of the student body, devotion to duty of the staff and general co-operation on the part of all with the administrative head. Testimony should be borne to the zeal of the representatives of the Department of Public Works in their efforts to keep the building in first-class condition and generally to make the work of the school run smoothly.

I have the honour to be, Sir,

Your obedient servant,

G. FRED McNALLY;

Principal.

TECHNICAL EDUCATION.

REPORT OF DR. JAMES C. MILLER,

PROVINCIAL DIRECTOR OF TECHNICAL EDUCATION

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—The problems which the people and their representative bodies have had to meet during the past year have been such as to preclude the possibility of any material extension of educational service. Municipal finance has had to withstand not only the after effects of a period of abnormal inflation of values, assessments and borrowings, but also the conditions arising from the war. It has been difficult for either individuals or municipalities to secure financial accommodation for the maintenance of even the minimum of service.

In Lethbridge, early in the year, the school board decided to close the manual training school, store the equipment and transfer the high school to the manual training school building. The pre-vocational class that had been organized was also disbanded. The director of technical education, the instructor in household arts, the supervisor of elementary manual training, the supervisor of art and the supervisor of physical training, were all required to resign as the school board decided to dispense with their services. Later during the first term the superintendent

of schools also resigned and the position has been left vacant for the remainder of the year. The technical director has received an appointment on the staff of the Technical School in Toronto and the household arts specialist has been appointed as supervisor for the city of Brantford, Ontario.

The responsibility for the decision that such retrenchment was necessary and that the method adopted was a wise one rests with the school board. It was, no doubt, a difficult year for the municipality. The serious crop failure of the preceding year had resulted in making business conditions even more difficult than in other centres of the province. It is to be hoped and expected, that, with the splendid harvest of this year, the promise of others to follow and the end of the war, will make it possible for Lethbridge to again take its place in the front ranks of progressive communities along educational lines.

In Medicine Hat while it was deemed necessary to close the departments of manual arts and household arts and to dispense with the



DONALD ROSS SCHOOL, SCHOOL GARDEN, EDMONTON

services of the specialists in charge of those departments, it was found to be possible to retain the services of the art specialist and the superintendent of schools.

In Calgary, with the exception of the supervisor of physical training, all supervisors were reduced to the ranks of teachers, and the duties of supervision were centred in the office of the Director of Technical Education. The regular class room instruction in the manual arts, household arts and art has been continued for all centres as in former years. The organization of the Pre-Vocational School also has been retained, and its facilities in the way of shop equipment made more complete. The success of this school is assured. The attendance is already

such as to tax the accommodation to the limit and had it been financially possible the plans of the school authorities provided for organizing pre-vocational classes in other centres in the city. The success of the school has been due very largely to the effective way in which Principal Massey has organized the school and required a high standard of work in each department. The programme of work for Grades VII. and VIII. provides for one-half of the time being given to academic work and one-half to the various kinds of practical work, for which provision is made, such as household arts, manual arts, commercial work and printing. In the light of these facts it is interesting to note that out of a class of 38 pupils who wrote on the regular departmental examination for graduation from Grade VIII. no less than 28 succeeded in passing.

In Edmonton all special supervisors were reduced to the rank of instructors, and in the majority of cases their services were retained as special teachers or they were placed in charge of one of the regular class rooms. The various centres for instruction in the manual arts and household arts in the elementary grades were kept open and the usual instruction provided.

The organization of the Technical School has been retained. The increase in both the day and evening enrolment shows clearly that what this school has to offer is meeting a real need and that its service is being appreciated. While called a "technical" school, in its actual work it is giving pre-vocational, vocational and technical instruction. This means that the problem of the timetable and the organization of definite courses is a very difficult one, if the requirements of the students are to be met in the most satisfactory way. Until the enrolment in the day classes is increased considerably there will necessarily be a relatively small number of pupils in some of the classes.

As there are many over-age boys and girls distributed throughout the grades of the elementary schools, and as many of these will be able to continue not more than, one, two or three years more at school, it would seem not unwise to encourage them to take the pre-vocational courses available at the technical school, as these courses would undoubtedly be more helpful to them.

In Camrose the full programme of work in art, manual arts, household arts and physical training is being provided through the co-operation of the local school authorities and the Provincial Normal School.

During the summer, in accordance with your direction, courses in household arts and in manual arts for Grades IX. and X. were outlined and authorized. In districts where the school board provides equipment and instruction in accordance with the requirements of the Department, these courses are to be required of all pupils in these grades.

At the same time some modifications were made in the regular course for these grades in order to make it possible to provide this instruction without unduly taxing the pupils. Camrose is the only local centre where these new courses are being provided for fully. This has been possible owing to the arrangements between the local school board and the Department relative to the Normal School and facilities for observation and practice teaching in the elementary and the secondary school of the town. In Calgary the course in household art and in mechanical drawing for Grade IX. are being given, but no provision has been made for the required shop work for the boys. These are the only centres that have been able to make progress in introducing the work into the high school course during the year.

With reference to the introduction of such instruction into the elementary and secondary schools of the other centres in the Province, I may say that during the year I visited and conferred with the school boards in the following districts regarding the matter: Vegreville, Tofield, Wainwright, Edson, Wetaskiwin, Lacombe, Red Deer, Coronation, Stettler, Hanna, Drumheller, Banff, Bassano, Red Cliff, Taber, Warner, Stirling, Magrath, Raymond, Cardston, Macleod, Blairmore and Coleman. In each case the value of the training and the arrangements made by the Government for financial assistance and regulation were explained to the board and in practically every case the boards were favorable to the movement and indicated their willingness to undertake to do their part in providing for this work just as soon as it became possible to make the necessary financial provision at a reasonable rate. In Taber, Warner, Raymond, Macleod, Hanna, Banff, Lacombe and Vegreville the necessary accommodation is available, and all that is required is the equipment and the qualified teacher. In some cases the rooms need to be finished on the inside.



FOLK DANCING, PRIMARY DEPARTMENT, CAMROSE NORMAL SCHOOL

In the case of Claresholm, Olds and Vermilion, the presence of the Provincial Schools of Agriculture with their manual arts and household arts equipment and staff, it would seem that an arrangement whereby the children attending the schools of these towns could be given the required courses in these subjects in the Agricultural Schools would be most satisfactory. The chief difficulty to be overcome is that arising from the fact that an additional teacher will be required for the boys and also for the girls for the five months during which the Agricultural Schools are in session. It is clearly unwise to provide separate equipment for the pupils of the town schools while that provided in the

Agricultural School remains almost wholly unused for seven months in the year. If there were on the staff of the town school teachers adequately qualified in the special subject, it might be possible for the work to be given without adding to the staffs of the Schools of Agriculture. If this matter can be thoroughly canvassed in time, I can see no reason why such an arrangement for co-operation could not go into force in each of these centres next autumn.

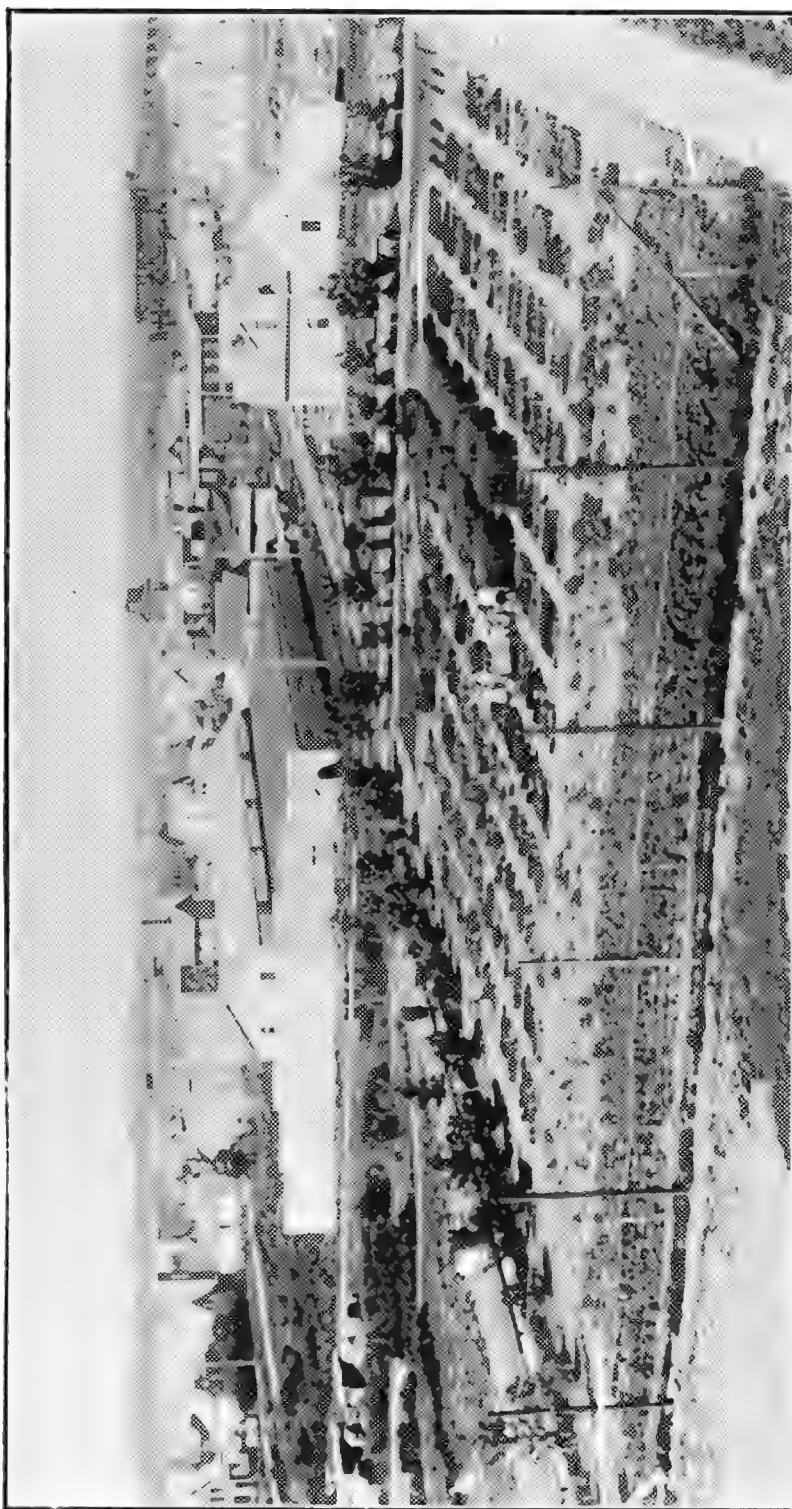
As it is expensive and difficult to make provision for suitable accommodation for such instruction where it has not been provided for in the buildings now in use for school purposes, we have as far as possible tried to get all local districts, that have erected new buildings, to make provision for the accommodation of this work in their plans. This has been or is being done in Warner, Raymond, Cardston, Macleod, Coaldale, Taber, Edson, Banff, Lacombe, Vegreville and Bruce. All these districts need to do is to provide the equipment and the qualified teacher in order to have the work introduced and properly organized. Under these circumstances an early development of the work in these centres is to be expected.

INSTRUCTION IN AGRICULTURE AND GARDENING.

With reference to the improvement of instruction in agriculture and gardening in both the elementary and secondary schools, I am pleased to be able to report definite and substantial progress. The work of the 35 high school teachers, who took the course in botany, zoology and agriculture at the Summer School for Teachers, has been definitely strengthened and made more practical and less bookish. Those teachers of Grade VII. and Grade VIII. classes, who have had the advantage of summer school training in nature study and agriculture, have with the further assistance received from the newly authorized text book in agriculture, been able to do distinctly better work in the teaching of agriculture. The inspectors' reports indicate also that the instruction is being given in a better and more practical way, and that an increasing number of the rural school teachers are developing school and home gardens in connection with the teaching of the required course in agriculture and gardening. The provision of a suitable text book and its free distribution to bona fide Grade VII. and Grade VIII. pupils has helped the work to a very marked degree.

In this connection I wish to make special mention of what was accomplished at the Highlands School in Edmonton, under the direction of Miss Elizabeth Cuming, the primary teacher. Miss Cuming and one of her colleagues, Miss Sylvia Laughlin, had qualified for the special certificate in elementary science as the result of attending the Summer School for Teachers so that the work was developed in a highly satisfactory manner. The school garden at Red Deer was also very creditable. Here also several members of the teaching staff had been students at the Summer School, and were able to co-operate with Principal McKenzie in a most helpful way.

The most successful garden project for the year, as far as town districts are concerned, was that at Taber. All the children of the school from the primary room to Grade XI. took part in the school garden undertaking. Five of the teachers have been students at the Summer School, including the Principal, Mr. Lynd. The School Board, Agricultural Society and Women's Institute, all co-operated financially and



SCHOOL GARDEN, RED DEER PUBLIC SCHOOL, 1915

took a definite and continued interest in the work. The whole undertaking was well thought out, and carried out in a manner most creditable to all those taking part in it.

Of the many school and home gardens developed in connection with the rural schools the following are worthy of special mention:

Riddellvale School, under direction of the teacher, Miss J. Ethelwyn McArthur.

Battle Bend School, under direction of the teacher, Miss Ruperta Berry.

Harvey School, under direction of the teacher, Miss Annie Boler.

Clansman School, under direction of the teacher, Mr. Arol Faulkner.

Innis Lake School, under direction of the teacher, Mr. G. B. Sanford.

Lwiw School, under the direction of the teacher, Mr. Leroy Churchill.

Valley Centre, under direction of the teacher, Mr. O'Neill.

Glenmore School, under direction of the teacher, Mr. W. S. Potts.



BASKET BALL TEAM, CAMROSE NORMAL SCHOOL

In each of these cases, and in general, wherever efforts are made along these lines, it is due to the initiative and energy of the teacher, who stimulates the pupils and in many cases wins the sympathy, and it may be the active co-operation of the community. In a number of districts the school boards provide for the general preparation of the ground, the necessary garden equipment, the seed, and it may be additional fencing and some prize money. In the majority of cases, however, the teachers and pupils have had to finance the whole project. In no case does it appear that any district has recognized such service from its teacher by making any advance in his salary. Usually the teacher who undertakes such work, whether it be in rural, village, town or city school, receives no more in the way of salary than he would receive if he made no effort

whatever to strengthen the kind of instruction under consideration by making it real and practical and not merely learning statements of facts and relations from books and books only. This is throwing the whole responsibility of enriching the actual instruction for the children upon the teacher. In any case it is the teachers who will have to give their time, energy and thought to become qualified to teach an enriched or modified programme of work, and afterwards teach the children. This improved service should be recognized financially by the School Boards. The Department of Education has recognized the principle (1) by making it possible for the teachers to secure the additional training at a minimum cost, and (2) by providing a grant to the teacher who, having qualified, carries out the work satisfactorily, and (3) by offering a grant to the School Boards to assist them in providing the necessary equipment. It is most reasonable, therefore, to expect that the local districts will do their share also in helping to improve the kind and quality of such instruction.

Only by the active co-operation between the local school authorities, the teaching staff and the Department of Education, will it be possible to secure the educational service that is most desirable for the childhood and youth of the Province, and for the economic and social welfare of the country.

SPECIAL SUBJECTS AT THE NORMAL SCHOOL.

During the year the usual instruction in art, manual arts, household arts, music and physical training, has been given at the Normal Schools. The appointment of Mr. G. F. Manning as assistant in the manual arts department at the Camrose Normal School has made it possible for this work to be strengthened throughout the elementary and secondary schools of the town and in the Normal School itself. As Mr. Thorson, the former instructor of physical training, returned to Norway, it was necessary to ask Mr. Manning to give this instruction. I am pleased to be able to report that his work has been highly satisfactory.

The course in household arts at the Normal Schools is very brief, necessarily so on account of the shortness of the term. It is, however, of sufficient length to give an introduction to the subject and to qualify every woman graduate to deal satisfactorily with the hot lunch problem in rural schools. The provision of such a lunch is necessary for the sake of the health and comfort of the children and teacher, and indirectly it has a definite bearing upon their accomplishment in the regular school work. It gives also, opportunity for some instruction and social training.

In the Calgary Normal School the work in the special subjects is seriously handicapped, owing to lack of equipment and accommodation. This is true especially of instruction in agriculture and gardening. As ways and means of remedying this condition of affairs are being considered at the present time, it will not be necessary to enlarge upon this point except to say that during the autumn a temporary arrangement was made to relieve the situation somewhat by transferring one of the practice school classes to a rented building nearby, and thereby releasing one of the rooms in the Normal School building for use as a science room. This room has been fitted up for instruction in agriculture and related sciences pending more satisfactory arrangements for the Normal School as a whole.

ATTENDANCE AT CONVENTIONS AND CONFERENCES.

During the period from February 22nd to March 27th, I attended the annual convention of the Department of Superintendence of the National Education Association of the United States, held in Cincinnati, February 25th to 29th, inclusive. After the convention was over I visited Pittsburg, New York, Boston, Halifax, Montreal, Ottawa, Kingston, Toronto, Chicago, Madison, Minneapolis, Winnipeg and Regina. While at the convention and during the visits to the centres mentioned, special attention was given to ascertaining the provisions for and organization of the following types of educational service:

- (a) Instruction in the so-called special subjects in the elementary and the secondary schools.
- (b) Instruction in agriculture in the elementary and secondary schools.
- (c) Pre-vocational, vocational, technical and agricultural schools.
- (d) Night schools, part-time day schools, co-operative schools.
- (e) Special instruction in mining centres.
- (f) The training of teachers for secondary schools and for special schools such as the pre-vocational, vocational, technical and agricultural schools.
- (g) The methods of organization in vogue in city school administration.

The following institutions were visited:

Cincinnati—University of Cincinnati, Woodward High School, College of Music.

Pittsburg—University of Pittsburg, Carnegie Institute, City Training School for Teachers, Manual Training High School.

New York—Teachers' College, Columbia University, Pratt Institute, Cooper Union, Manhattan Trade School for Girls, Industrial School for Boys.

Boston—Harvard University, Faculty of Education.

Halifax—Technical College.

Montreal—Technical School, Under the Protestant School Committee; Technical School, Under the Roman Catholic School Committee.

Kingston—Queen's University, Faculty of Education.

Toronto—University of Toronto, Faculty of Education, Technical School.

Chicago—University of Chicago, School of Education.

Madison—University of Wisconsin, Faculty of Education, Agricultural College.

Minneapolis—University of Minnesota, Faculty of Education, State School of Agriculture, State Agricultural College.

Winnipeg—Agricultural College, Provincial Normal School, Kelvin Technical High School.

Regina—Provincial Normal School.

The courtesy and personal kindness which the officials with whom it was necessary to confer invariably showed was greatly appreciated, and made it possible for me to secure not only valuable information, but also their judgments regarding the extent to which such organization as had been developed was proving satisfactory and wherein it was failing to meet the situation. It is unnecessary to give here a detailed statement of information gained and points of view presented. From time to time during this and subsequent years the experience of the trip will be drawn upon when it can contribute to the solution of problems presented to the Department for solution.

During the early part of the summer I accepted an invitation to address the International Congress on Vocational Education, held in Oakland, during the last week in August, in association with the annual meeting of the National Educational Association. In accordance with your direction I was present, at the special dinner and reception given in honour of foreign representatives, as the official representative of Alberta. It was a significant gathering of responsible representatives from no less than thirty-one different countries, including the countries now at war. This latter fact made it necessary to confine the discussion to purely educational matters and in so far as the international situation was referred to it was with the forward look to the time when peace would bring a renewal of international interchange and co-operation in educational matters.

While in San Francisco I found time to visit the Canadian Exhibit and the General Educational Exhibit.

Before returning I proceeded from San Francisco to Toronto to be present at the opening of Toronto's new Technical School. At the time the annual meeting of the Ontario Association for the Promotion of Industrial Education was being held, and the different provinces were invited to send representatives in order to have a conference regarding the development of this type of education.

The new school has under one roof what is probably the most extensive provision for secondary technical and industrial education to be found on the continent. This winter it has enrolled about 5,000 students in its combined day and night classes.

Branch technical schools will have to be built in the near future to care for the needs of the city. One of the most significant difficulties which it has to face is that there is no organic connection between the school and the general educational system in the city, or the Provincial Department of Education, or the University of Toronto. This is unfortunate. If the organization of the proposed Institute of Technology and Art in Calgary is proceeded with, care should be taken to avoid this mistake of not providing for its interrelation with the general educational organization of which it should be but a part.

After the meeting of the Ontario Association the representatives of the province met in conference and discussed the situation in the Dominion relative to technical education and especially the proposed and expected Federal aid. A resolution committee was appointed, of which I was a member, to prepare a series of resolutions and make a report at a luncheon to be held the day following. The accepted report of this committee was as follows:

"We, the representatives of the departments of education in the various provinces of the Dominion of Canada, assembled in conference in Toronto, to consider matters relating to technical education, do hereby affirm our unswerving belief in the following declarations:

1. That the full and proper development of systems of technical education and industrial training in the various provinces of Canada is the most imperative and important public service next to the provision of every adequate means to assist the Allies in bringing about a complete and decisive victory in the titanic struggle which now engages their every effort.

2. That the great natural resources of the Dominion of Canada and the resources of mind, genius and spirit of the Canadian people can be best developed for the service of themselves and humanity by the

establishment of such means for technical education throughout the nation as will train every boy and girl for efficiency in a gainful occupation, and girls for complete effective service in their ultimate vocation as home-makers.

3. That we heartily approve of the erection and maintenance of such splendid institutions as the Toronto Central Technical School and similar schools already established in our larger cities for ministering to the needs of vocational training of the great multitude of boys and girls who have heretofore flocked from our public schools at the end of the compulsory age limit without proper preparation for the hazards of practical life.

4. That the individual provinces and communities should make every effort to maintain and extend the advantages of technical education and industrial training for all children, youths and adults in order to be prepared for the future industrial expansion of Canada.

5. It is necessary and expedient that financial assistance be rendered by the Dominion to the separate provinces for the service of technical education as soon as the Government is freed from the pressing problems of the present war:

(a) On account of the development of technical education as a national instrument of business, commerce, industry and general prosperity, which was not foreseen at the time of Confederation.

(b) Because of the mobility of skilled labor from province to province throughout the Dominion.

(c) On account of the disappearance of former efficacious methods of preparing youth with full knowledge and skill in the many wage-earning occupations.

(d) For the continuous enhancement of national trade and commerce.

(e) In order to conserve the material resources of our country, and the productive efforts of our people.

(f) For the speedy solution of many pressing social and labor problems dependent on a lack of the highest individual efficiency among many of our people.

(g) And for many other patent and powerful reasons."

I have the honor to be, Sir,

Your obedient servant,

JAMES C. MILLER.

SPECIAL SUMMER SCHOOL FOR TEACHERS.

REPORT OF DR. JAMES C. MILLER,
DIRECTOR OF SUMMER SCHOOLS.

A.

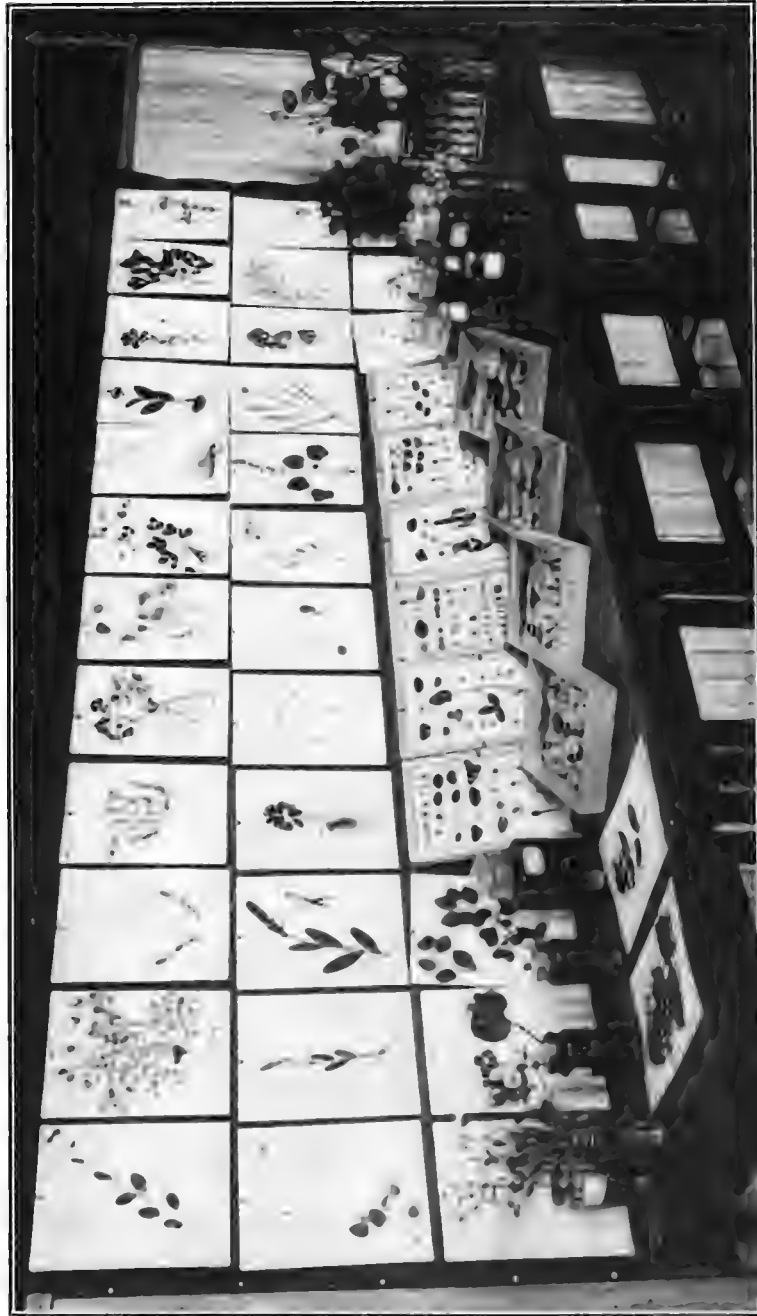
At present and for many years to come home-making, and agriculture and its related industries are and will be of primary importance in the life, not only of the rural districts, but also of our towns and cities. To give the children and the youth of the Province a good practical command over, and insight into, the problems involved in these occupations, as well as an appreciation of their significance in the life of the individual and community, is a real necessity. Any educational organization that failed in this respect would be open to the severest censure.

To carry out its policy of meeting this responsibility in an adequate way the Department of Education realized that it would be necessary not only to modify the course of study for the schools and the course of training at the Normal Schools, but also to provide supplementary training for the teachers already in active service. A modified school programme means a corresponding modification in the professional equipment of the teaching staff. The Summer School for Teachers was organized for the specific purpose of providing this needed supplementary training, and already a very considerable number of teachers have taken advantage of the opportunity to attend. To place all teachers on an equal footing regardless of where they may be working in the Province the Department undertakes to pay their transportation, provided a minimum amount of work is completed satisfactorily.

The session of 1915 proved to be even more successful than those held in previous years. In 1913 eighty teachers completed courses; in 1914, one hundred and sixty-seven (including twelve inspectors) completed courses while in 1915 three hundred and ten teachers attended, including thirty-seven high school teachers of science and agriculture.

SUMMER SESSION, 1915.

Subject.	Number of Teachers Receiving Credit.
Agriculture and Gardening	147
Nature Study	104
Botany	32
Zoology	32
Household Science and Dietetics	55
Household Art	25
Household Management	32
Art Methods	53
Design	42
Drawing and Painting	36
Elementary Manual Training	35
Mechanical Drawing	40
Elementary Woodwork	22
Penmanship	30
Folk Dancing and Musical Games	43
Physical Culture	40



NATURE STUDY, SUMMER SCHOOL FOR TEACHERS

The accumulated results of the work of the Summer School during the past three years is shown in the following table:

SUMMATION OF RESULTS FOR 1913-14-15.

Subject.	Number of Teachers Receiving Credit.
Agriculture and Gardening	367
Nature Study	208
Botany	32
Zoology	32
Household Science	108
Household Art	40
Household Management	32
Art Methods	112
Drawing and Painting	95
Design	56
Elementary Manual Training	103
Mechanical Drawing	40
Elementary Woodwork	56
Penmanship	30
Folk Dancing and Musical Games	43
Physical Training	136

A comparative statement of the cost to the Department for providing for the Summer School during the past three years will be of interest.

Year.	Enrolment.	Total Cost of Session.	Cost per Student.	Cost per Student per Hour.
1913	80	\$2,893.08	\$36.16	26c
1914	167	3,999.61	23.95	17c
1915	310	5,689.72	18.35	13c

In considering this table of costs, it should be noted that the "total cost of session" represents the total of all expenditures made by the Department chargeable to the Summer School, i.e., transportation of students and staff, instructors' salaries, supplies, transference of equipment, and miscellaneous expenses. The very marked reduction in the cost per student in 1914, as compared with that of 1913, is due to the fact that to offer a variety of instruction practically the same staff is required for a few students as for a considerable number if no greater range of work be undertaken. The further reduction in cost per student shown in 1915 is due almost wholly to the fact that the Director and those members of the staff who belonged to the staffs of the Provincial Normal Schools and the Provincial Schools of Agriculture were required to give their services at the Summer School without any special remuneration for this extra work. As this arrangement is working out at present it results in discrimination between the members of the staffs of the Normal Schools in such a way as to cause those who are required to serve at the Summer School to feel that they are not on the same footing financially as their colleagues, whose services are not required at the Summer School. Until this matter is adjusted it will be difficult to secure that whole-hearted and spirited service which is essential for successful summer school work.

In 1915 the patriotic activities of the students deserved special mention. The sum of over \$230 was raised for the Red Cross Society in cash and many articles were made by the women students. Six of the men enlisted for active service during the session. Their fellow students gave them a royal send-off and presented each of them with a wrist watch as a mark of their good-will.

While in 1915 the number in attendance was practically double that in attendance in 1914, the same professional zeal and spirit of sociability and comradeship prevailed. Already the Summer School has come to stand for these three things and has developed a distinctive "school spirit."

B.

SPECIAL CONFERENCE OF STAFFS OF SCHOOLS OF AGRICULTURE.

The success and value of the special conference of the staffs of the three Provincial Schools of Agriculture held in September of 1914 for the purpose of improving teaching methods and standardizing curriculum and organization was such as to cause the Minister of Agriculture to arrange for a similar conference again in September of 1915. Through the courtesy of the Minister of Education the services of the Provincial Director of Technical Education were made available, and he was asked to take charge of the conference in co-operation with the chairman of the Board of Agricultural Education. The dean of the faculty of agriculture at the Provincial University and the principals of the Normal Schools were asked to assist in the work of the conference.

This year the special purpose of the conference was to improve the organization of the subject matter of instruction, and outline in greater detail for the guidance of the individual specialists the course of study in each of the subjects in which instruction is given at these schools. The remainder of the time was given to practice teaching, and the discussion of the general professional work in the schools.

When the peculiar difficulties involved in the development of a new type of instruction and the changes in the personnel of the staffs from year to year are considered, it becomes clear that this conference should be held annually. The experience of the last two years clearly demonstrates the value of such a course, and the professional spirit of the specialists on the staff is a guarantee of continued zeal for the improvement of the educational service for which they are held responsible.

I have the honor to be, Sir,

Your obedient servant,

JAMES C. MILLER.

SPECIAL COMMITTEE ON STANDARDIZATION OF SCHOOL RECORDS AND REPORTS.

REPORT OF DR. JAMES C. MILLER,
CHAIRMAN OF THE COMMITTEE.

In appointing a committee to consider this important question, the Department took an important step which will lead no doubt to a definite improvement in this phase of educational administration in the Province. The importance of careful educational and financial accounting in each unit of school organization, and of having as far as may be a standard system of educational and financial accounting common to all districts of like organization, is fully appreciated by those who understand what it means in terms of efficiency and effective service. The local communities and the Provincial Government continue to spend liberally for education. The communities and the people of the Province have a right to know exactly how this educational business, in which they are investing so freely and continuously, stands. It was with a view to meeting this requirement in a more satisfactory way that this committee was appointed.

The committee consisted of the following:

James C. Miller, B.Sc., Ph.D., Provincial Director of Technical Education, Chairman.

A. M. Scott, B.A., Ph.D., Superintendent of Schools, Calgary.

W. G. Carpenter, B.A., Superintendent of Schools, Edmonton.

W. E. Hay, Esq., Superintendent of Schools, Medicine Hat.

A. T. Jewitt, Esq., Secretary-Treasurer, Public School District, Calgary.

W. D. Bradey, Esq., Secretary-Treasurer, Public School District, Edmonton.

J. H. Fleetwood, Esq., Secretary-Treasurer, Public School Board, Lethbridge.

T. B. Kidner, Esq., Director of Technical Education, Calgary.

W. L. Richardson, B.A., Director of Technical Education, Edmonton.

The report of the committee having been submitted and its contents being of a technical and legal nature, it will not be necessary here to do more than mention the more important of its recommendations.

RECOMMENDATIONS.

I. Registration of Minors and the School Census:

(a) The committee suggested the need for definite provision for the registration of minors (1) below the lower limit of the compulsory school attendance age; (2) within the limit of the compulsory school attendance age, and (3) above the limit of the compulsory school attendance age, up to the completion of the 18th year. It suggested further that the co-operation of those responsible for the vital statistics records and for the municipal census should be secured in working out a satisfactory yet economical method of securing such records.

(b) To make the recent amendment to Clause 11 of Section 7 of the School Ordinance regarding the securing of information from minors between the ages of fifteen and eighteen years inclusive effective,

some method for the registration of such minors must be adopted. As the primary purpose of the amendment was to facilitate the making of proper provision for the educational and vocational training of the said minors, the committee recommended that information regarding the educational and vocational training, the experience and the vocational outlook of such minors be obtained at the same time. A report card form which they considered would be suitable for purposes of record was submitted.

(c) The passing of legislation and formulation of regulations covering the whole question of the employment of minors was strongly recommended.

II. School Attendance and School Progress:

A. The first recommendation under this heading was that the Department take the initiative in devising a uniform and efficient method of keeping in touch with those children of school age to whom exemptions from attendance have been granted. It was pointed out that this group of children includes:

(a) Normal: (1) Those temporarily excused because of sickness, employment or other cause.

(2) Those excused during the "permissive" year, i.e., between fourteen and fifteen years of age. (Clause f, Section 5 of the Truancy Act).

(3) Those excused because they are receiving equivalent education elsewhere.

(b) Sub-Normal: (1) Physically defective children — deaf, dumb, blind, crippled.

(2) Mentally defective children—moron, imbecile, idiotic.

The great need of more definite knowledge of and provision for the sub-normal group was especially emphasized by the committee.

B. Owing to the fact that the "Truancy Act" is in reality a "School Attendance Act" covering a much wider scope than the question of truancy, the committee suggested that the title of the Act be changed to "The School Attendance Act" and that the officer now known as the "Truant" officer be called the "School Attendance" officer, and the necessary alterations consistent with these changes be made in the said Act and in the School Ordinance.

(c) Minor improvements in present report forms regarding attendance and the preparation of a standard set of school records for use in town and city school systems were prepared and agreed upon.

These included:

(1) The Attendance Officer's reports.

(2) The attendance, progress and health record of the pupils in the elementary schools.

(3) The attendance, progress and health record of the pupils in the secondary schools.

(4) The enrolment, promotion, transfer and discharge record for all pupils.

(5) The day and night school registers.

It was pointed out that the adoption of this standard set of records would not only meet the needs within the respective town districts, but also make the transfer of pupils from one town school district to another more convenient and accompanied by less loss of time on the part of the pupils. It was suggested further that the system of records might with advantage be extended to rural and village districts. The value of such an arrangement lies not only in the convenience for administrative purposes, and for purposes of a proper educational record of the pupils concerned, but also in the reduction of the loss of time and effort due to improper grading of pupils entering a school in a district new to them.

III. Special Records:

(a) Age, Grade and Sex Classification of Pupils.—The committee recommended that a provincial survey of the age, grade and sex classification of the pupils enrolled in the schools of the Province be made in



"FAIR ROSIE"

PRIMARY DEPARTMENT, CAMROSE NORMAL SCHOOL

order to discover (1) exactly what the situation is regarding these matters; (2) the extent to which the system of grading and the organization of the course of study corresponding thereto is working out in relationship to the age of the pupils. Theoretically, the system of grading and the course of study are based on the supposition that a pupil entering school at six years of age will spend a year in each grade and graduate from Grade XII. on the completion of his eighteenth year. As this recommendation was approved and the survey made in the autumn, and as a report on the survey is given as part of the annual report it will not be necessary to discuss the matter further here.

(b) It was recommended that both the Department and the local school authorities, especially in town districts, keep a more careful record regarding the teachers, especially regarding their professional fitness. A suitable record form was devised and submitted.

(c) In view of the developments taking place and the further developments expected in pre-vocational, vocational and technical education the committee recommended that a pre-vocational survey of all children twelve years of age and over enrolled in the elementary and secondary schools be made and thereafter checked annually for new pupils and changes in the records already made. A suitable vocational guidance record card was devised and submitted.

(d) Record card forms were prepared for the purposes of records and reports regarding the following:

- (1) Annual financial statement regarding night class instruction.
- (2) Annual educational statement regarding night class instruction.
- (3) A night school register.
- (4) Annual financial statement regarding day, pre-vocational and technical instruction.
- (5) Annual educational statement regarding day, pre-vocational and technical instruction.

(6) Annual statement, financial and educational, on one form, regarding instruction in household arts and manual arts.

(7) Annual statement, financial and educational, in one form, regarding instruction in science and agriculture.

I am pleased to say that all of these forms have been approved and are now in use by the Department.

IV. School Costs and School Accounting:

A very important part of the committee's work was the consideration of standardizing the methods of school accounting, and of estimating school costs. The most careful consideration was given to the matter and it is gratifying to be able to report that its recommendations have met with approval and that the Department has had prepared new forms for the annual financial statements of town school districts, consistent with the recommendations of the committee regarding this important matter.

The essential features of the committee's recommendations were:

(1) A clear and definite separation of capital account and current account should be required.

(2) In the system of accounting provision should be made for the proper distribution and segregation in both capital account and current account of expenditures for (a) elementary schools, (b) high schools, (c) day pre-vocational, vocational and technical schools, and (d) night schools, in order to make it possible to check costs and results in each of these types of schools.

(3) The unit of cost to be used by both the Province and the town districts in considering educational costs in each of the types of schools mentioned should be based on (1) average attendance, (2) total enrolment, (3) aggregate days' attendance. The value of having statements of costs with each of these as a basis rather than one only will be apparent.

(4) Detailed suggestions were given regarding the proper classification of expenditures under current account.

(5) The requirement that all districts keep proper records of buildings, furnishings, equipment and supplies up to date each year, was recommended.

It was pointed out by the committee that the adoption of the suggested standard system of accounting would not only result in a more careful business management in the respective districts, but would also make it possible to have reliable information as to comparative costs as between districts, with the assurance that the same methods of accounting were common to the districts compared.

(6) The most important point, however, is that the adoption of the suggested standard system of accounting represents a definite step leading to a proper and business-like analysis of expenditures for educational purposes, in such a way as to enable the investor—the community—to know exactly where that money goes. This must necessarily be accompanied by an equally careful system of educational accounting as suggested by the committee in the earlier parts of the report. A proper accounting on the part of those responsible for the educational as well as the financial aspects of school administration will result in a wiser distribution of expenditures and more efficiency in securing desired educational returns for the moneys so expended.

V. General Annual Reports:

In regard to the general annual reports of the local districts and especially of the Department of Education, the committee was of the opinion that two types of general reports are needed. It is necessary to have a complete and detailed report, somewhat technical in method of presentation, for the information and use of the educational specialists responsible for the functioning of the school system. It is necessary, also, to have an informative and interpretative report, prepared on the basis of the more complete and technical report for the use of the general public. This latter report should contain everything of importance and significance, set forth in such a way that the citizen who is not an educational specialist can readily get a clear and accurate idea of exactly what the school system is accomplishing. It should indicate clearly and concisely the policy and the method of carrying it out, the results secured, the chief difficulties encountered and the proposals for modifications to be made with a view to greater efficiency.

It was urged further by the committee (1) that continuous attention be given to these aspects of the problem of school administration in the Province until a thoroughly satisfactory system is secured and thereafter maintained; (2) that the attention of the other Departments of Education in the Dominion be called to the matter, and that they be invited to consider with the Department of Education in Alberta ways and means of securing a standardization of educational and financial accounting, common to all the Provinces.

I have the honor to be, Sir,

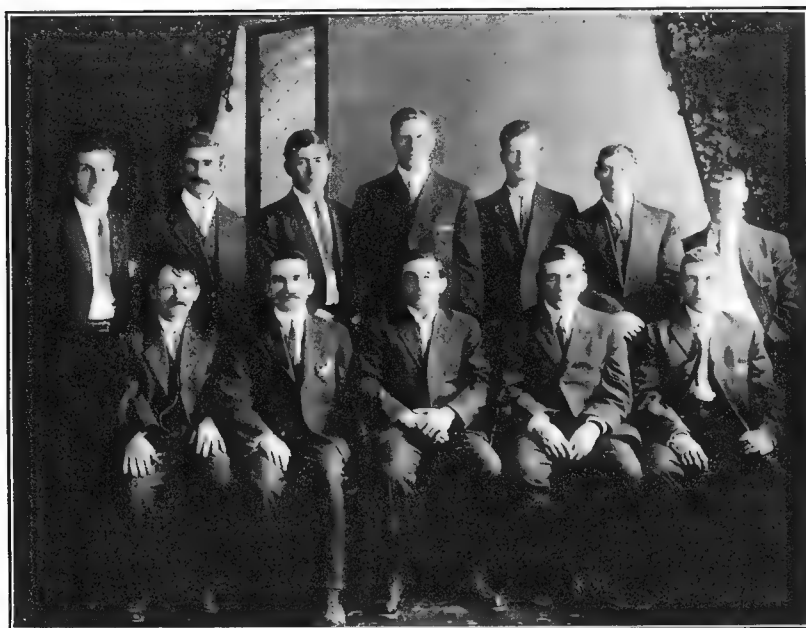
Your obedient servant,

JAMES C. MILLER.

NIGHT CLASS INSTRUCTION

REPORT OF DR. JAMES C. MILLER,
PROVINCIAL DIRECTOR OF TECHNICAL EDUCATION.

Judging by results already attained the decision to include night class instruction as a definite part of the educational organization of the Province has proven to be one of first importance. The financial aid provided in the form of special grants, and the assistance which the provincial director of technical education was able to give, especially in the mining centres, in the organization and supervision of the work, resulted in marked progress in spite of the fact that war-time conditions existed.



MINING CLASS, NIGHT SCHOOL, TABER, 1914-15

In the cities, with the exception of Edmonton, the organization of night class instruction was seriously curtailed. In Lethbridge no classes whatever were organized. In Medicine Hat only a few classes were organized. In Calgary after considerable discussion regarding the advisability of undertaking any night class work, the School Board decided to continue the work, but on a less extensive scale than in the previous year. The curtailment was chiefly in the classes in English for the non-English speaking, the enrolment in these classes being only about one-third of what it was during the previous winter. In Edmonton the night class organization was extended and many classes in English for the non-English speaking were organized, resulting in the largest total night class enrolment yet reached in any city in the Province.

ANNUAL EDUCATIONAL STATEMENT.

Night Classes—1914-15.

Name of District and Subject of Instruction.	Name of Instructor.	Length of Course in Weeks.	No. Periods per Week.	Length of Instruction Period.	Enrolment at end of 2nd week.	Maximum enrol- ment during term.	Percentage of Attendance.	ENROLMENT AND ATTENDANCE.									
								Age Distribution, Male Students.					Age Distribution, Female Students.				
								Lower Limit	Lower Quartile.	Median.	Upper Quartile.	Upper Limit	Lower Limit	Lower Quartile.	Median.	Upper Quartile.	Upper Limit
CALGARY.																	
H. S. Course, Grade IX.	Mr. G. S. Lord.	22	1	2	23	26	41.2	14	16	21-22	26-27	41	15	17	18-20	23	32
	W. A. McKim.	22	1	2	23	26	41.2	14	16	21-22	26-27	41	15	17	18-20	23	32
	J. M. Hutchinson.	22	1	2	23	26	41.2	14	16	21-22	26-27	41	15	17	18-20	23	32
H. S. Course, Grade XI.	Mr. J. R. Dolan.	22	1	2	15	19	41.5	16	17-18	19	22-26	46					
Advanced Shorthand.	Mr. A. Hollingshead.	16	2	2	25	36	91	15	16	16	19	29	15	16	20	22	37
Shorthand.	Mr. A. Hollingshead.	12	1	2	17	19	94	15		16-21		29	16	17	19	25	34
Com. Arith. and Elementary Bookkeeping ..	Mr. E. G. Ludorici.	16	2	2	35	42	58	14	16	18	23-24	48	15		16-17		22
Typewriting.	Mr. J. C. McNab.	16	2	2	26	33	81	14	15	17	30	30	14	16	17-18	20	30
Advanced Typewriting.	Mr. J. C. McNab.	16	2	2	10	13	63	18		23-26		29	15	16	16	22	32
Elem. Shorthand.	Mr. Jos. Colley.	16	2	2	41	57	73	14	16	17-18	21	33	14	16	18	21	35
Bus. Eng. and Penmanship ..	Mr. A. J. Park.	16	1	2	25	33	73	14	17	19	23	48	14	18	18-19	21	22
Advanced Applied Mechanics.	Mr. J. M. Hutchinson.	16	1	2	66	95	85	17	18	22	26	30					
Practical Eng.	Mr. E. G. Voss.	16	1	2	17	17	80	14	19-22	24	26-27	34	23				24
Electro-Technics.	Mr. G. H. Morton.	16	3	2	39	50	79	15	18	22-23	28-29	44					
Adv. Electro-Technics.	Mr. G. H. Morton.	16	2	2	18	19	87	17	19-20	23	39	34					
Eng. and Comm. Law.	Mr. A. J. Park.	16	1	2	13	16	72.5	16	22	23-25	28	35					
Elem. Bldg. Constr.	Mr. C. Hay.	16	2	2	18	21	72	18	21	25	30	45					

[illegible]

ANNUAL EDUCATIONAL STATEMENT.

Night Classes—1914-15.

Name of District and Subject of Instruction.	Name of Instructor.	Length of Course in Weeks.	No. Periods per Week.	Length of Instruction Period.	Enrollment at end of 2nd week.	Maximum enrol- ment during term.	Percentage of Attendance.	ENROLLMENT AND ATTENDANCE.													
								Age Distribution, Male Students.					Age Distribution, Female Students.								
								Lower Limit	Lower Quartile	Median.	Upper Quartile.	Upper Limit	Lower Limit	Lower Quartile.	Median	Upper Quartile.	Upper Limit				
EDMONTON.																					
Bus. Eng. and Math.	Mr. J. M. Clindinin	23	2	2	27	40	79.5	14	16	21	25	37	16	17	18	20	21				
Bus. Eng. and Math.	Miss E. M. Lawrence ...	23	2	2	33	62	86.5	14	15	17	25	28	15	16	18	20	24				
Elem. Cooking	Misses Lavallee & Stiven.	14	2	2	38	51	76.7						15	18	20	22	43				
Elem. Cooking	Miss J. S. Kidston	20	2	2	18	26	68.6						14	18	22	25	30				
Advanced Cooking	Miss N. F. Andrews	23	2	2	38	43	73.1						18	20	23	30	32				
Sewing and Dressmaking ...	Miss L. Jackson	23	8	2	81	132	79.9						14	19	23	26	38				
Freehand Drawing	Mr. J. Pinder-Moss	23	1	2	31	34	82.2	15	16	19	22	35	17	21	23	26	28				
Mech. Drawing	Mr. J. Pinder-Moss	23	1	2	11	33	85.4	15	16	17	26	34									
Building Const. Drawing ...	Mr. J. Pinder-Moss	23	1	2	21	42	91.4	14	17	22	29	40									
Woodwork	Messrs. Ellis, Wilson and Taylor	23	3.3	2	72	101	88.8	14	16	21	27	46	20	22	25	26	30				
Machine Shop Practice	Mr. L. W. Goben	23	3	2	24	35	87.3	17	21	26	31	42									
Forge Shop Practice	Mr. Wm. Fuller	17	2	2	9	12	60	16	17	20	25	27									
Applied Mechanics and Steam	Mr. W. W. Gray	23	1	2	10	17	74.3	22	23	26	28	49									
School Caretaking and Heating	Mr. W. W. Gray	5	2	2	19	21	75.7	29	37	43	48	62									
Printing	Mr. R. T. Bishop	23	2	2	8	13	86.2	15	16	17	20	28									
Chemistry and Mineralogy ..	Mr. J. Hilton	23	3	2	25	33	74.1	15	18	22	32	42									
Pharm. Chemistry	Mr. J. Hilton	10	2	2	9	9	88.8	17	20	28	34	39									
Electricity	Mr. E. C. Barnes	23	3	2	39	59	84.6	14	16	19	24	49									

Eng. for Non-Eng. Speaking.	13	3	1.5	16	33	34.1	19	22	25-26	29	39						
Eng. for Non-Eng. Speaking.	20	3	1.5	27	57	32.0	16	21	26	30	42						
Eng. for Non-Eng. Speaking.	20	3	1.5	13	57	15.3	20	22	26	27	38						
Eng. for Non-Eng. Speaking.	22	3	1.5	22	47	32.5	21		23-32		36	17	19	23-26	28-29	47	
Academic	10	3	1.5	16	26	44.0											
Academic	23	3	1.5	13	51	31.2	14	15	17	19	35	14	15	16-18	19	19	
Eng. for Non-Eng. Speaking.	18	3	1.5	8	41	37.0	15	19-21	30-33	34	37	15	16	18-37	38	42	
Eng. for Non-Eng. Speaking.	18	3	1.5	14	30	42.0											
Eng. for Non-Eng. Speaking.																	
Eng. for Non-Eng. Speaking.	10	3	1.5	18	64	42.2	12	20	23	27	39	13	18	25	32	34	
Eng. for Non-Eng. Speaking.	23	3	1.5	17	76	25.9	17	18	21	24-25	30	19	20-21	21	21-22	23	
Eng. for Non-Eng. Speaking.	23	3	1.5	10	54	31.0	18	20-21	23-24	26-28	29	23				24	
Eng. for Non-Eng. Speaking.																	
Eng. for Non-Eng. Speaking.	23	3	1.5	16	80	25.0	12	23	28	32	54	15	16-22	28	32	41	
Eng. for Non-Eng. Speaking.	19	3	1.5	12	40	28.8	15	16	16	21	23	9	11-12	13	19	30	
Eng. for Non-Eng. Speaking.	10	3	1.5	11	45	45.5	9	17-19	29-30	34-35	50	20		24	26	26	
Eng. for Non-Eng. Speaking.	18	3	1.5	13	12	24.6	19	22	26	29	31	8			24	24	
Eng. for Non-Eng. Speaking.	23	3	1.5	3	39	44.0	10	15-18	19-20	29-30	33	14	18	19-24	28	30	
Eng. for Non-Eng. Speaking.	23	3	1.5	31	34	39.2						16	18	19	22-25	43	
Commercial Course																	
Commercial Course	11	3	1.5	9	25	36.4	14	15	16	17	20	14	18-20	20	21-22	23	
Commercial Course	23	3	1.5	41	92	42.7	15	17	21	25	44	14	16	17	19	48	
Commercial Course	21	3	1.5		46	32.4	14	16	22	24-25	45	14	15	17-18	22	40	
MEDICINE HAT.																	
Archit. and Mech. Drawing	16	2	2	7	9	7.9	20	25	30	35	40						
Elem. Eng. and Arith.	12	2	2	16	16	58	16	21	26	31	36	15	17	19	21	23	
Eng. for Non-Eng. Speaking.	16	2	2	20	32	50	20	25	30	35	40	20	24	28	32	35	
Eng. for Non-Eng. Speaking.	16	2	2	13	15	75	20	30	40	50	60	20	23	25	28	30	
IRVING.																	
English and Mathematics				18	15												
DRUMHELLER.																	
Coal Mining	4	2	2	13	14	64	16	24	32	38	44						
Elem. Eng. and Math.	9½	2	2	11	13	23	16	24	32	38	44						

Night Classes—1914-15.

[illegible]

[illegible]

Early in the autumn the provincial director of technical education visited the mining centres of the Province, and was able to make arrangements for the organization of night class instruction in Coleman, Frank, Bellevue, Hillcrest, Passburg, Coalhurst, Hardieville, Elcan, Taber, Bankhead, Canmore, Drumheller, Nordegg, Pocahtontas and Lovettville.

The plan usually adopted was as follows: (a) The special grant provided for fifty per cent. of the cost of tuition up to a maximum grant of \$250.00 to any one district in a year. (b) The tuition fees to be paid by students were intended to be such as to provide for the other fifty per cent. of the salary charges. Whether they did or not depended on the amount of the fee and the enrolment. The estimates made were on the whole quite close. In a few cases the fees amounted to a few dollars more than the fifty per cent. of salary charges, while in a few cases there was a deficit to be made up by the School Board from the district funds. (c) In every case the local School Board agreed to provide for the local management, the accommodation, light, heat, janitor service and such deficit in salary charges as there might be.

For instruction purposes the night classes are indebted to the public spirit and professional interest of local talent. For instruction in English and elementary mathematics the local teachers, and in two cases the local clergyman, gave good service. Where instruction in practical mathematics and coal mining was offered the services of mining engineers and mine managers were secured. The usual period provided for was sixteen weeks. The classes as a rule met two nights a week for two hours.

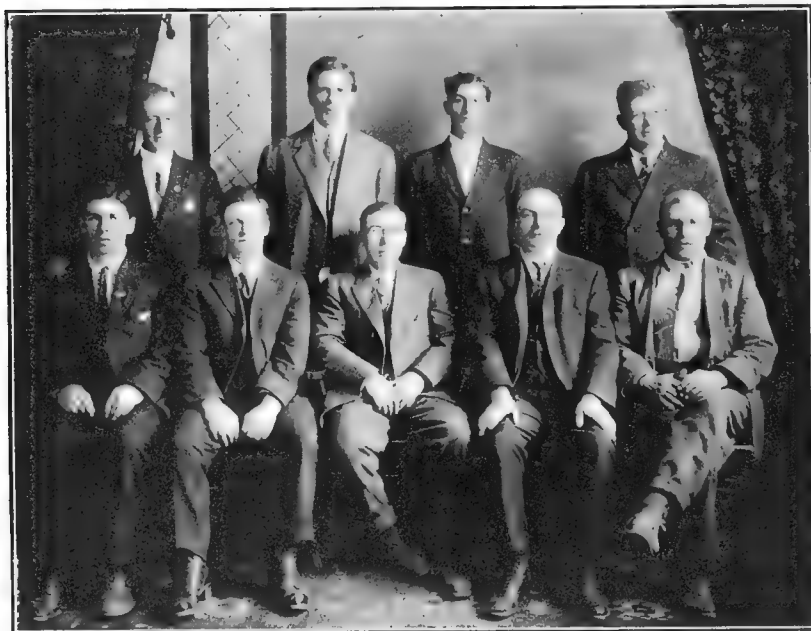
The detailed information given in the statements on pages 58 to 63 shows the different subjects in which instruction was offered, the enrolment in the respective classes as well as the percentage of attendance. A consideration of this information reveals the variation in the extent to which there is a demand for instruction in the different subjects in the night schools.

The information regarding the age distribution of the students is of special interest and significance. "Lower Limit" is the age of the youngest student in the class and "Upper Limit" is the age of the oldest student in the class. Between the "Lower Limit" and the "Median" are to be found the younger fifty per cent. of the students in the class, and between the "Median" and the "Upper Limit" are to be found the older fifty per cent. of the class. Between the "Lower Limit" and "Lower Quartile" the youngest twenty-five per cent. of the students are included, and between the "Upper Quartile" and "Upper Limit" the oldest twenty-five per cent. of the students are included. Those between the "Lower Quartile" and the "Upper Quartile" form the middle fifty per cent. of the students from the age point of view.

The information regarding the age of the students shows clearly that the night schools are meeting the educational needs of mature people who, while engaged in the active affairs of life, find themselves in need of instruction and training to enable them to hold their ground in the face of competition or to qualify for advancement to positions of greater responsibility. Unable to give up their positions to attend educational institutions giving day instruction, these people would be wholly unprovided for were it not for the night school organization. They have just as much claim on the public money expended for the education

of people of such ages as have those who are able to attend the educational institutions providing instruction during the day. Because a student above the compulsory age limit cannot attend school between 9 a.m. and 4 p.m. is no reason why he should be deprived of the opportunity to receive suitable instruction when and wherever it is practicable for the educational system to arrange for its provision.

A very important fact revealed by this table regarding the age distribution is the relatively small number of students between the ages of 14 and 16 years. After due allowance is made for the proportion of such students in attendance at the day schools, the number represented in the night school enrolment is very small. The lack of thoughtfulness and foresight, the absorption in current occupation and pleasures in a great many cases and the absence of intelligent guidance from the home or any guidance whatever from the school, leaves these young people to



CLASS IN MACHINE DRAWING AND CONSTRUCTION, NIGHT SCHOOL,
TABER, 1914-15

drift about in casual, temporary and blind-alley occupations, until they are more mature and are crowded out of such positions by others younger than themselves. Having reached maturity they find themselves all too frequently in the ranks of the unskilled and no further ahead from the standpoint of economic efficiency than they were at sixteen, with the exception of muscular strength for heavier physical work. Those who, at this stage, become conscious of their need for additional training and have sufficient ambition to make the needed effort are represented by the night school and correspondence school enrolment.

The facts revealed indicate that the problem of life and education for the boys and girls from 14 to 18 years of age is of the greatest importance, both from the standpoint of the individual and the state. These

are years during which the whole course of one's life may receive its definite direction. What it is desired to point out and emphasize here is the fact that the educational system, even with its night schools, fails to care for the young people of these ages who are not in school, and the additional fact that their life during these years is of sufficient significance, both for themselves and the state, to justify a definite effort being made to meet their needs. The extension of the compulsory attendance age, the requirement of part-time and continuation school work, the enactment of legislation regarding, and the supervision of, the employment of minors—involving the issuance of employment certificates—are all involved in the development of the necessary provision for the solution of this problem.

ENROLMENT AND ATTENDANCE.

Edmonton	1,742
Calgary	1,114
Coleman	97
Bellevue	87
Nordegg	81
Taber	72
Medicine Hat	72
Pocahontas	66
Bankhead	42
Canmore	32
Frank	28
Drumheller	27
Bridgend	25
Elcan	23
Passburg	22
Hardieville	16
Irving (rural)	15
Lovettville	10
Grand Total	3,571

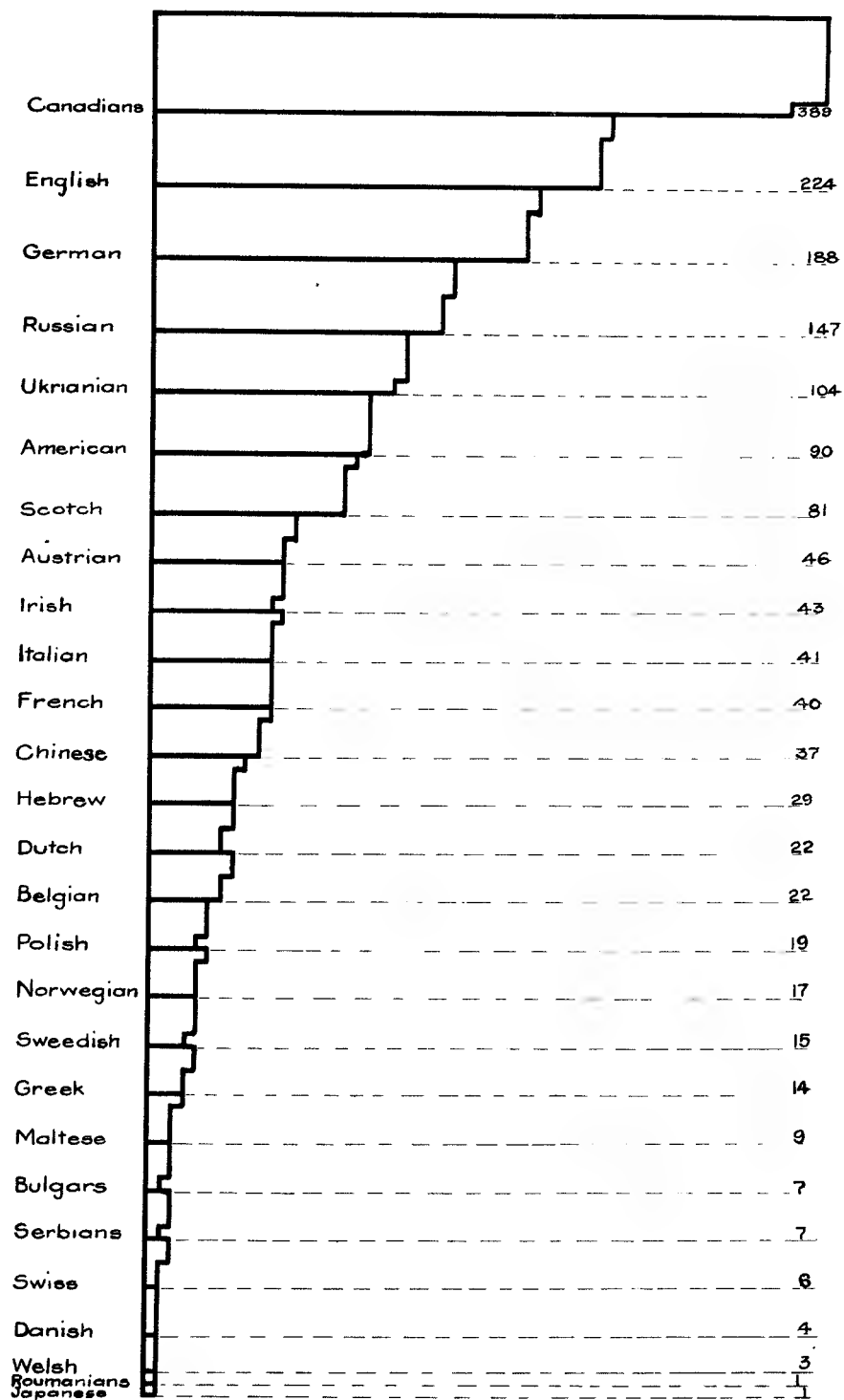
The average of the percentage of attendance in all classes for the respective centres for the term was 55.96 in Edmonton; 76.44 in Calgary, 66.50 in Medicine Hat and 57.37 in the mining centres considered as a group. Reference to the statistical table will show that the low average for Edmonton was due to the falling off of the attendance in the classes in English for the non-English speaking. These classes formed a large proportion of the night classes and as the war spirit developed, there was less and less tendency for these students to attend.

The enrolment in the mining centres, even after due allowance is made for the factor of novelty, is surprising when it is considered that as far as these centres are concerned it was the first attempt made by the Department to develop such instruction. When the conditions in the mining industry, during the summer and winter of 1914-15 are considered, and when the unavoidable difficulty caused by change of shifts is considered, the maintenance of an average percentage of attendance of 57.37 per cent. was quite creditable.

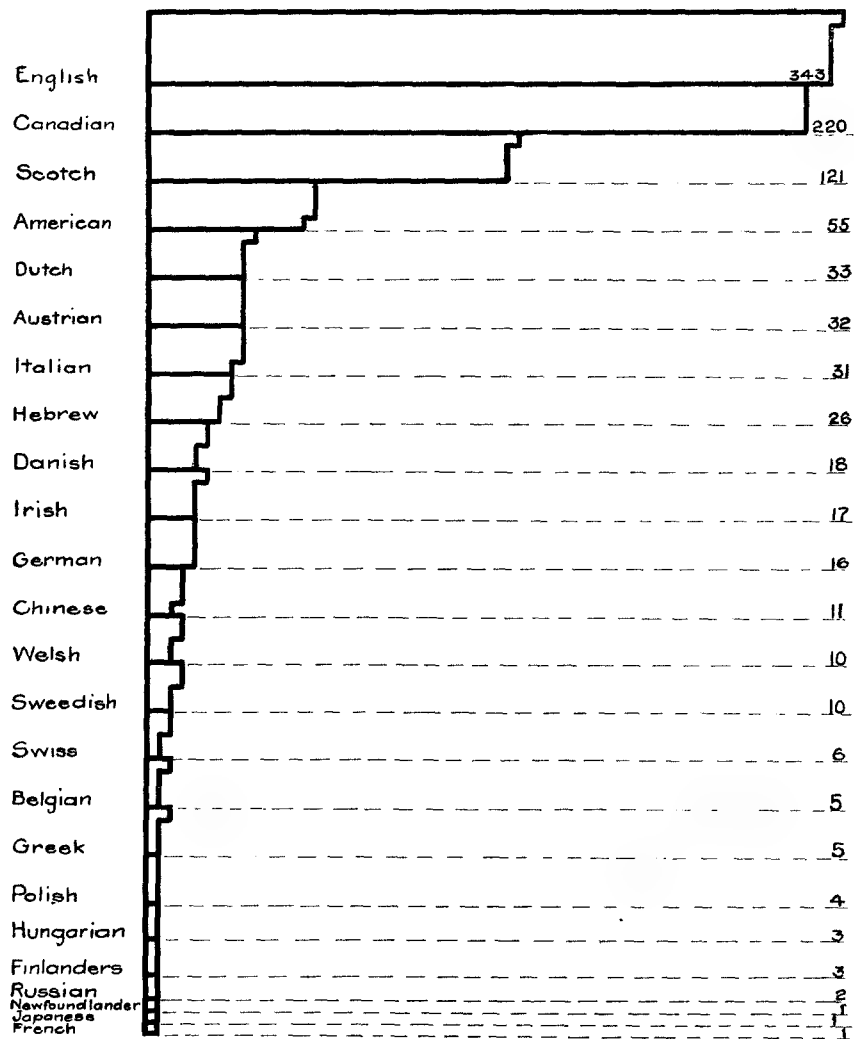
DISTRIBUTION OF NIGHT CLASS STUDENTS' OCCUPATIONS.

The tables immediately following give information of special interest to those interested in education as a social service. One is struck at once by the extent to which the night schools cater to the educational needs of the rank and file who are busily engaged in the affairs of everyday life. Perhaps in no other educational work is there such immediate necessity for direct and practical relationship between the nature of the instruction offered and the needs of the practical life. A further significant consideration is in what way are these needs for these people cared for when no night school instruction is provided. If thrift, aspiration and increasing efficiency are to become working principles, not only among those engaged in the professions but also among those engaged in the occupations, a strong and effective night school organization is a social necessity.

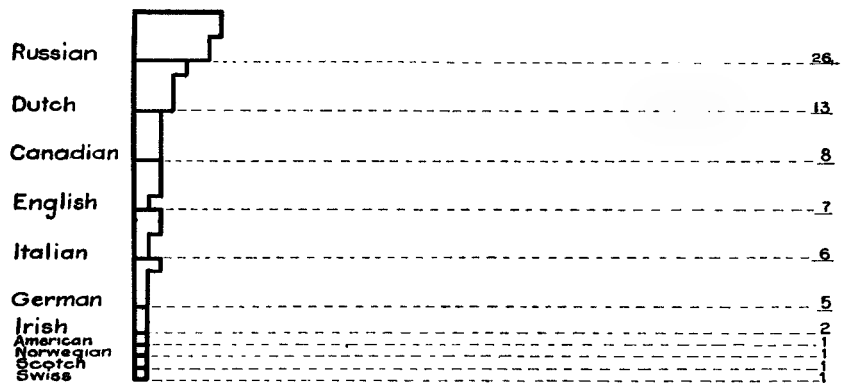
DISTRIBUTION OF NIGHT SCHOOL STUDENTS
NATIONALITY EDMONTON



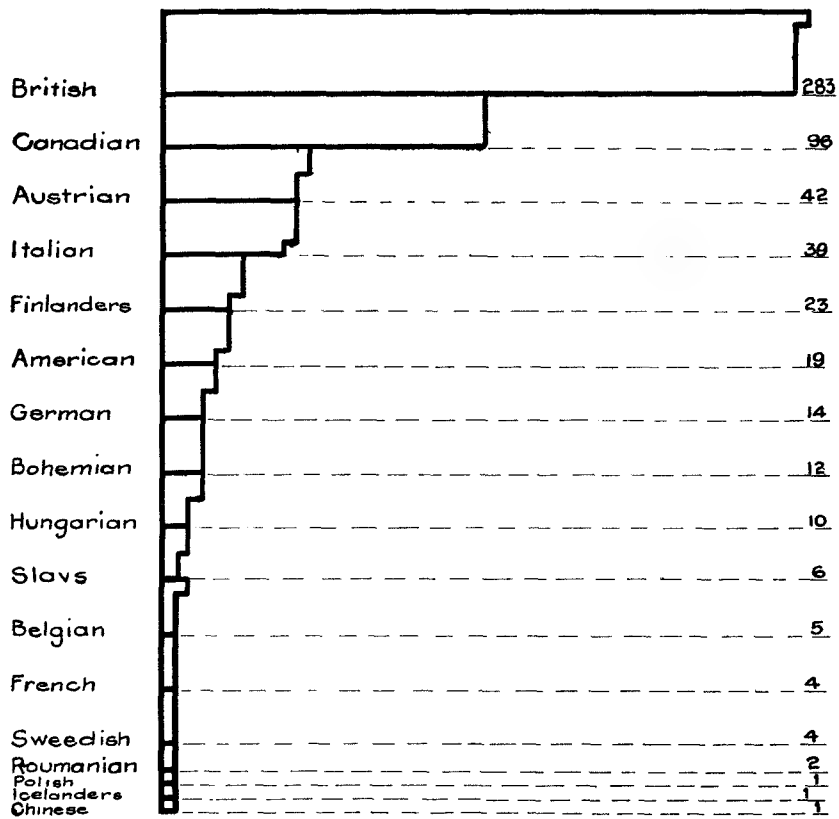
DISTRIBUTION OF NIGHT SCHOOL STUDENTS
NATIONALITY CALGARY



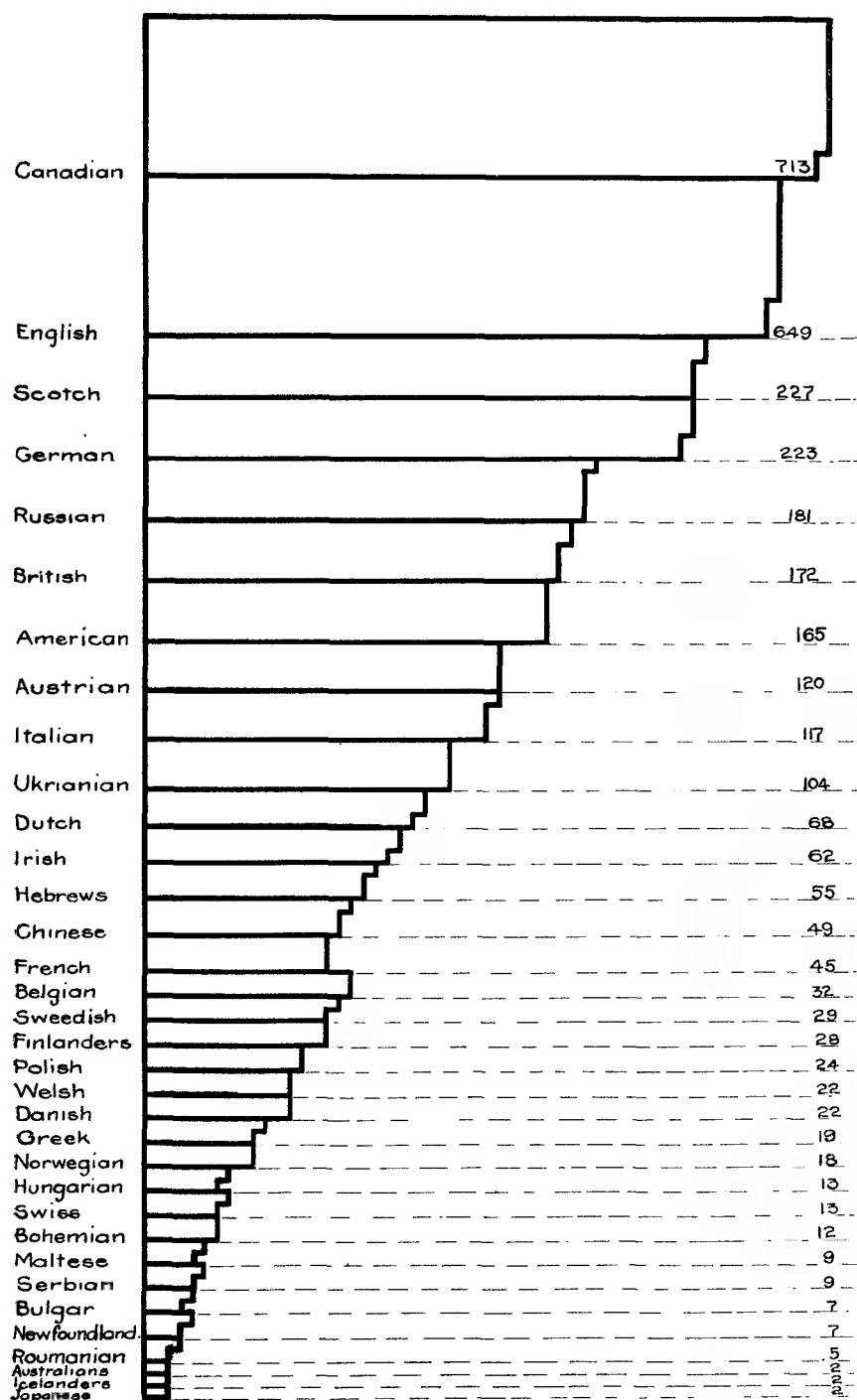
DISTRIBUTION OF NIGHT SCHOOL STUDENTS
NATIONALITIES MEDICINE HAT



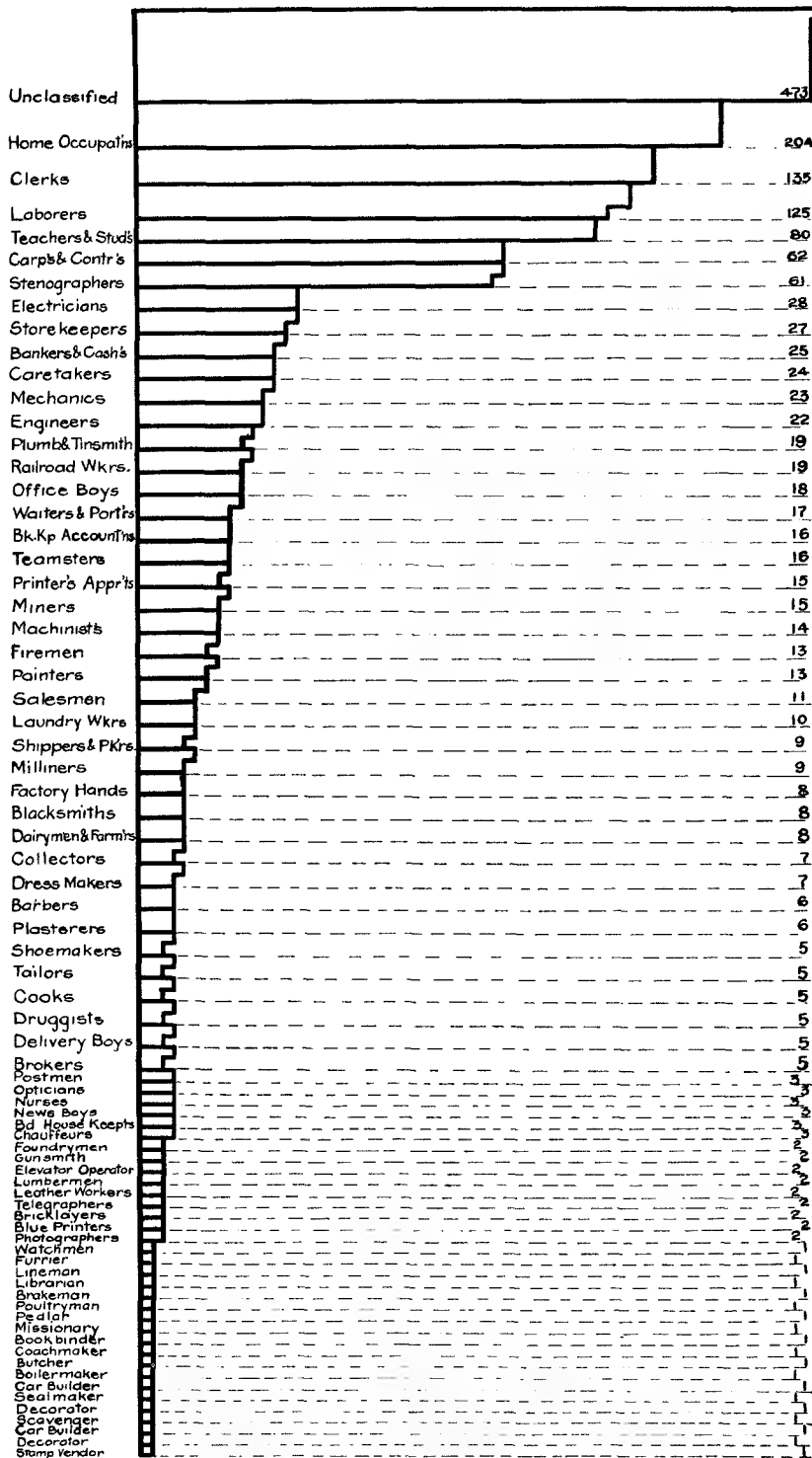
DISTRIBUTION OF NIGHT SCHOOL STUDENTS
NATIONALITIES MINING CENTRES



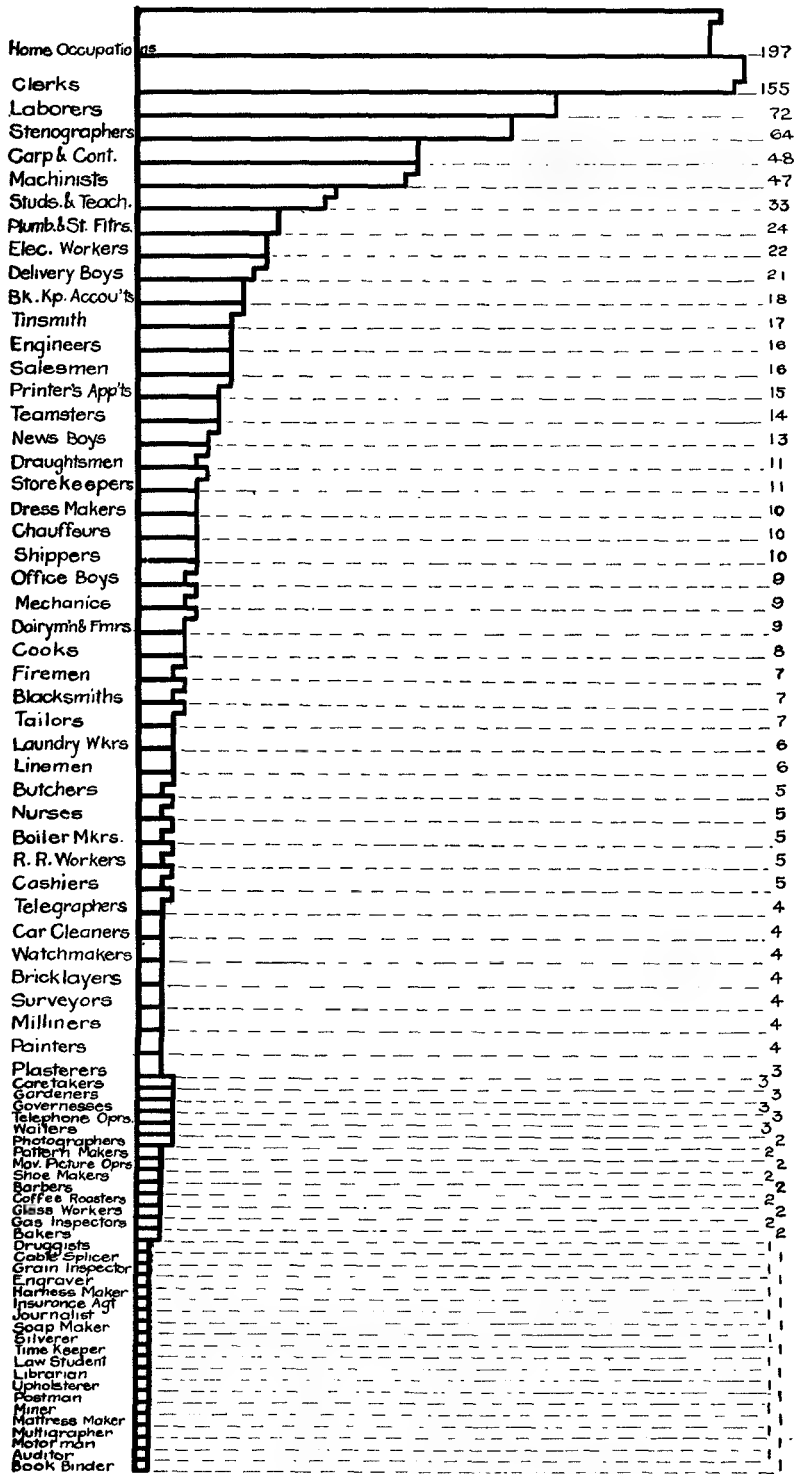
DISTRIBUTION OF NIGHT SCHOOL STUDENTS NATIONALITY ALL CENTRES



DISTRIBUTION OF NIGHT SCHOOL STUDENTS OCCUPATIONS EDMONTON

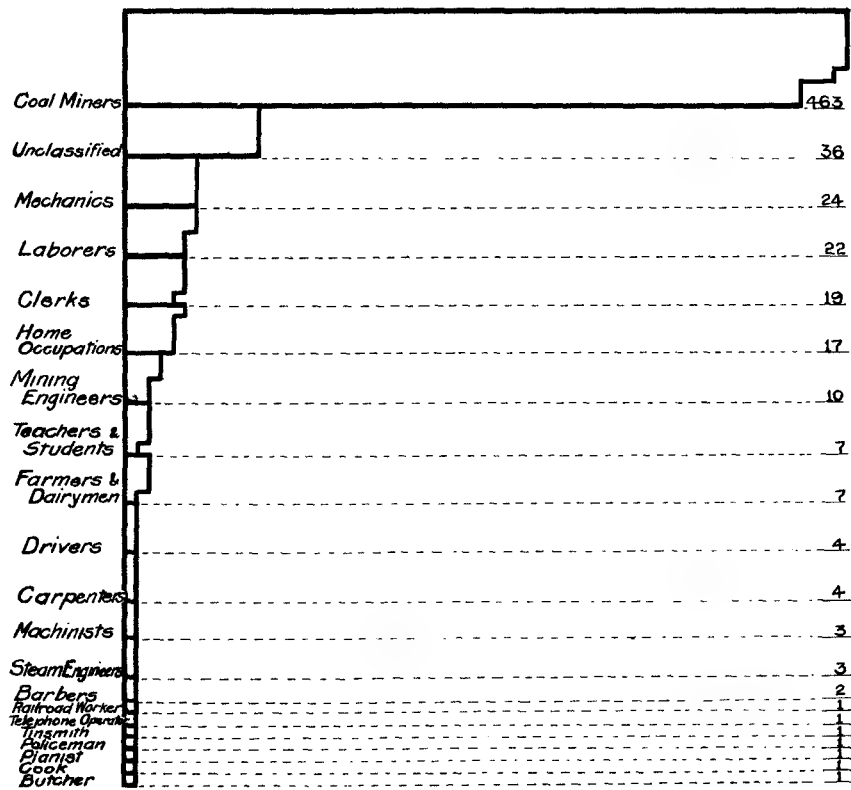


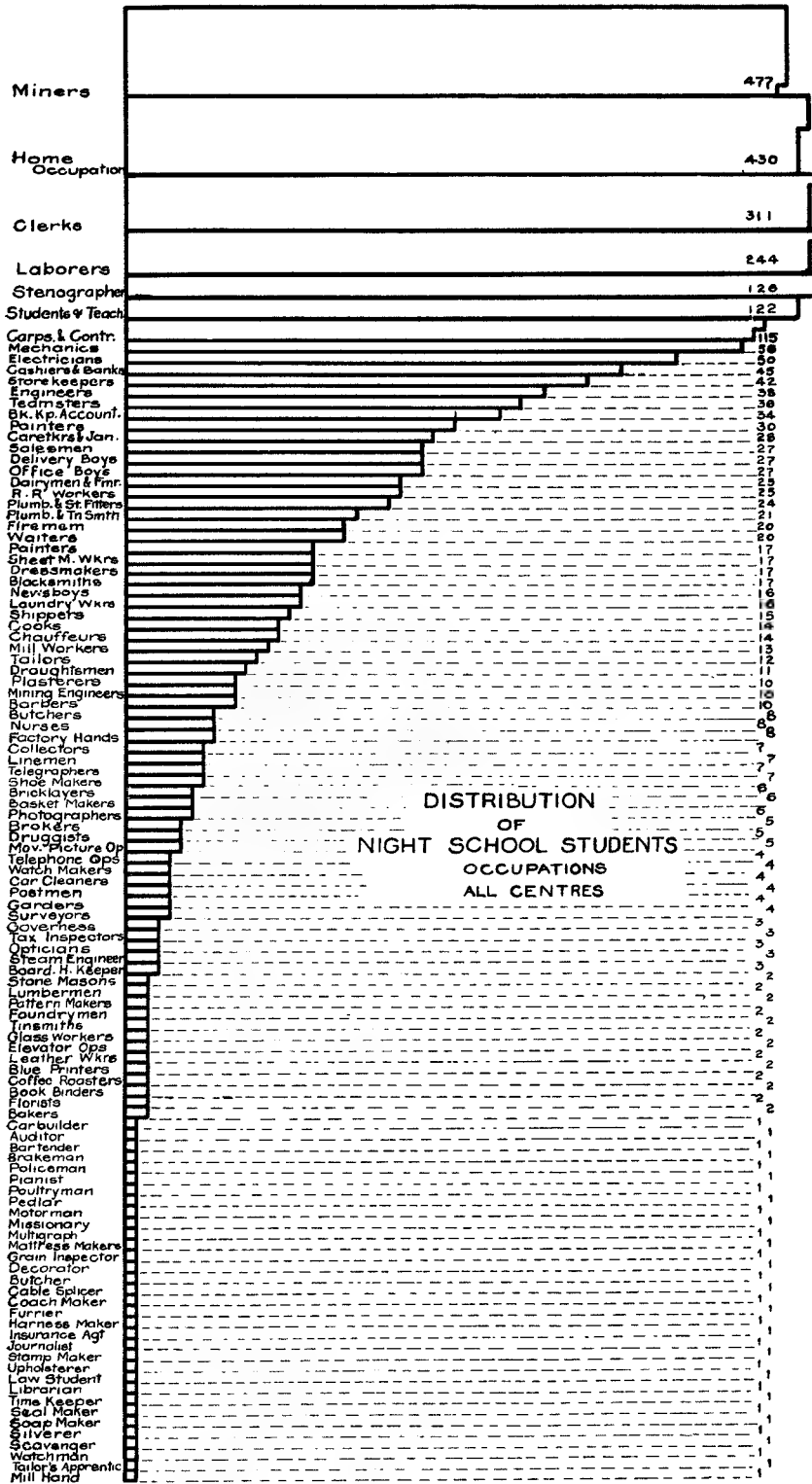
DISTRIBUTION OF NIGHT SCHOOL STUDENTS OCCUPATIONS CALGARY



OCCUPATIONS		MEDICINE HAT
Laborers	30	
Home occupation	12	
Storekeepers	4	
Clerks	2	
Florists	2	
Plumbers & Tinsmen	2	
Stonemasons	2	
Students, Teachers	12	
Teamsters	2	
Carpenters	1	
Engineers	1	
Stenographers	1	
Mill workers	1	
Mechanics	1	
Butchers	1	
Gas Inspectors	1	
Gardeners	1	
Chauffeurs	1	
Caretakers	1	
Farmers	1	
Delivery Boys	1	

DISTRIBUTION OF NIGHT SCHOOL STUDENTS
OCCUPATIONS - MINING CENTRES





EDUCATION IN FOREIGN SETTLEMENTS.

REPORT OF ROBERT FLETCHER,
SUPERVISOR OF SCHOOLS AMONG FOREIGNERS

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on Educational matters in the non-English settlements of the Province for the year 1915.

EXTENT OF THE RUTHENIAN SETTLEMENTS

The office of Supervisor of Schools among foreigners has its origin in the advisability and necessity of putting our foreign population in touch with our language and institutions as speedily and thoroughly as possible through the instrumentality of the common school. While there are groups of foreigners settled in different parts of the Province, any of which may require assistance, the chief field of labour in the Supervisor's office is among the Ruthenian settlers to the east and north-east of Edmonton, on both sides of the Canadian Northern Railway. Roughly speaking, the area in which these people are settled extends from Bruderheim on the west to Vermilion on the east, a distance of about ninety miles, and of an average width of about fifty miles. While there are a few English-speaking people in certain sections of this area and a not unimportant few in practically all of the towns, the greater part of this area is solidly settled by Ruthenians. There are thus few social or business relations or agencies doing accessory work to the little school.

THE PROBLEM

The task imposed on the school is not a light one. The ordinary country school in the English settlements is commonly said to be handicapped against efficient work by sparse population, bad roads, the poverty of settlers and poor class organization. If we add to this an adult population with no knowledge of our language or of our institutional life, and with a natural desire for the conservation of their mother tongue, which amounts to a fear of losing it, some idea may be formed of what the common school in foreign settlements has to do.

The schools among foreigners are functioning properly in the Province. The organization of the area into school districts has been completed, and as new settlements arise their organization is proceeding as in the other parts of the Province. There are now about one hundred and thirty schools, the majority of whose ratepayers are Ruthenian. The whole area is dominated by the state school, just as the rest of the Province is. There are three important duties devolving on the Supervisor, all three of which are attended with difficulties which are unknown to the school interest of Canadian settlements. They are:

- (1) The making of proper financial arrangements in the establishing of the school in the first instance;
- (2) The securing of the proper performance of the duties of Trustee in carrying on the ordinary business of the school;
- (3) The securing of regularly qualified teachers and the carrying on of work according to English standards and in the English language.

As the area is now completely organized into districts the difficulties arising from the establishment of schools is practically over. As far as possible even the initial steps of organizations are taken with the co-operation at least of the local ratepayers. The general method followed in the administration of the foreign schools is to make the management paternal to the point of having the necessary work or business done, but to decentralize as speedily as possible the exercise of authority, and have it devolve upon Trustees, so as to have them "learn to do by doing" the things necessary to carry on the work of the school.

THE OFFICIAL TRUSTEE.

The creation of the office of Official Trustee has been of the greatest possible benefit in solving the difficulties of the foreign school. The philosophy of the practice of appointing Official Trustees is that it is the immediate substitution of experience for inexperience in the solving



RUTHENIAN SCHOOL CHILDREN REMOTE FROM A RAILWAY.

of rural school difficulties. It is equally flexible as to its taking on and its taking off. A few characteristic cases will show its operation:

The Board of Trustees of Proswita School District, north of Lamont, was in financial difficulties and consequently did not want to engage a teacher. The district was visited and the Board was requested to accept the services of a qualified teacher, but they refused, and an Official Trustee was at once appointed. A qualified teacher was put in charge of the school immediately, and, as the ratepayers paid up their arrears of taxes, the credit of the district was soon restored.

Trouble arose in the Kotzman district over the election of Trustees. An Official Trustee was appointed and in a short time a special meeting of the ratepayers was called for the purpose of electing a new Board of Trustees. This Board has been quite successful in administering the affairs of the district.

The administration of the affairs of Bruno School district, north of Innisfree, was handed over to a Board of Trustees. Last year the ratepayers of the district, through their Trustees, persisted in retaining the

services of an unqualified teacher, and an Official Trustee was appointed. A qualified teacher was placed in the school and as the ratepayers are now disposed to conform with the requirements of the School Ordinance in the selection of their teacher, they were given another opportunity to manage their own affairs.

The administration of the affairs of the Bojan School district, north of Vegreville, was also turned over to a Board of Trustees. When this school district was being organized the ratepayers thought it better to have an Official Trustee until the school building was erected and the school was put in operation, and consequently they petitioned the Department to have one appointed. Later on, the ratepayers wished to assume the responsibility of managing their own affairs, and consequently were allowed to elect a Board of Trustees.

Prior to 1915 the difficulties met with were more numerous and more varied, and consequently the affairs of a greater number of school districts were administered by an Official Trustee. Two years ago, when the schools in Ruthenian settlements were raided by would-be teachers from Saskatchewan and Manitoba, and when the ratepayers of a number of these school districts, through their Trustee Boards, were engaging unqualified men, an Official Trustee was appointed in several districts. As soon as they became disposed to conform with the requirements of the School Ordinance and the regulations of the Department, they were given another chance to elect a Board of Trustees and thus manage their own affairs. As an illustration of how effectively this method has worked out, mention may be made of the fact that the district which gave the most trouble then has now, through its own Trustee Board, engaged one of the most efficient teachers in the colony, and the relations between the teacher and ratepayers are most cordial indeed.

Thus, in 1913, I, acting in the capacity of Official Trustee, had charge of twenty-three school districts. At present I am acting as Official Trustee of only ten schools, which shows satisfactory progress in the capacity of the foreign settlers in the management of their own affairs.

SHORTAGE OF TEACHERS.

The office of Supervisor, or of the Official Trustee in case one is appointed, is important in the outside relations of the Board, *e.g.*, in the matter of securing teachers. The trouble is intensified in the case of scarcity of teachers. On account of living conditions in foreign districts, male teachers are usually more suitable than female, which still further narrows the choice or supply. The supply was just becoming adequate to the demand when the European war broke out and large numbers of the teachers enlisted, thus causing a shortage again.

To ameliorate these conditions, teachers' houses have been built. These are frame structures usually about fourteen feet by eighteen feet, although some are much larger. They are furnished with a table, bed, cook stove and cooking utensils. In nearly all cases there is a plentiful supply of drinking water on the school premises. Where the teacher is at all handy and is able to enlist the co-operation of the School Board, the teacher's house and its surroundings are made quite comfortable and home-like indeed.

In the early part of the year there was a scarcity of teachers. Students of eastern universities and of the University of Saskatchewan and of the University of Alberta, who held certificates entitling them to

standing in Alberta, were communicated with, and a number of qualified men were secured in this way. Later on, when the Normal schools of the Province closed their sessions, the supply of teachers became quite equal to the demand. A few young men from the Ontario universities, who did not have the necessary qualifications, came out on their own initiative, expecting that it would be an easy matter to secure schools among the foreign population of the Province, but were disappointed. Permits were granted in a few cases, but only to Alberta students who held the required academic standing.

SHORT TERM SCHOOLS DECREASING.

The occasional scarcity of teachers makes it difficult to secure the operation of all schools for the full year. The percentage of yearly schools is increasing, however, and it is gratifying to know that the sentiment in favour of the yearly operation of schools even in the out-lying districts is manifesting itself. If the supply of teachers were equal



A RUTHENIAN DWELLING HOUSE IN THE CITY

to the demand at all times, practically all of these schools would be yearly schools, as the ratepayers are getting in good condition financially. It is recognized that the short-term school is probably the greatest barrier to educational progress in English-speaking communities of the Province, much more so is it the case in non-English settlements. Special efforts are being made to secure an adequate supply of teachers for these schools throughout the year.

FREE INSTITUTIONS AND PERSONAL INITIATIVE.

Quite a marked development is noticeable in recent years in the initiative of the Ruthenians. Ten years ago the predominant characteristic of the masses was their lack of self reliance. They flocked together

to do the pettiest detail of business, whether public or private. They seldom relied upon their individual judgment. This characteristic is noticed among the old men even to-day. Public opinion among them was formed by the old people. The young man had little influence in public meetings. The customary appeal to prejudice, "He is a young man, he is not yet twenty-four" (the year of maturity in Austria), would counteract any effect his arguments might have produced. This public opinion had a retarding influence over the colony. It was averse to anything new. If anyone by his own industry became prosperous he was disliked and shunned, and sometimes even intimidated and boycotted. To-day the old people no longer control public opinion. Freedom of thought and action has made rapid strides among them during the last few years. One prominent Ruthenian leader remarked to me that he no longer had influence over his countrymen: "Everybody is wise now," said he.

Ruthenian children are as a rule bright and intelligent, and even with the handicap of acquiring a new language, they keep abreast with the children of English-speaking parents. The use of the English language is becoming prevalent throughout the colony among adults and children alike. While it is the case that in the early years in foreign settlements public, and to a considerable extent, business affairs are dominated or directed by English-speaking people, the foreign settlers are now working in the higher interests and activities of their communities. The people of the constituency of Whitford are represented in the Legislature by one of their own number in the person of Andrew S. Shandro, M.L.A. In Vegreville, which is the largest town in the foreign district, one member of the village council is of non-English stock. Pupils who have been trained in the public schools have gone out in considerable numbers to the secondary schools and likewise to the colleges and universities. There are at present twenty such students enrolled in vocational colleges, the university or in affiliated denominational colleges.

During the period of the war the Ruthenians have remained loyal and industrious. Nor would one expect otherwise. In their native land they did not enjoy the same liberty, opportunity or freedom of action as they have in their adopted country, and as they are now beginning to understand our institutions, they appreciate them. Besides, although they are of Austrian nationality, they have not been under German influence to the same extent as the people of some of the other units of the Austrian Empire. For example, they speak the same language as the Russians and belong to the Slav race. Consequently their sympathies are largely with Russia and her Allies in this great struggle. They are contributing liberally to the Patriotic Fund, individual contributions reaching as high as fifty dollars. The fact that these contributions are entirely voluntary on their part is fully understood and appreciated by them, and I am sure they contribute more generously on this account. A number, too, have enlisted for overseas service.

MATERIAL PROGRESS.

The industry of the Ruthenian people is manifested in the remarkable material progress they have made during the last two years. The amount of grain marketed from the crop of 1915 is double that marketed from any preceding crop. The increased prices for farm products created by the war was no doubt an incentive to this material progress,



RUTHENIAN HOMES, SHOWING STAGES OF DEVELOPMENT.

but it is due chiefly to the development of a free public opinion. A few examples of business success among the younger people of the settlement may be mentioned:

Ten years ago as a youth John Smata, a resident of Vegreville district, was working out for small wages. Now he has six quarter sections in all, a comfortable house and stable, herds of hogs and cattle, and a good stock of superior horses. Last year the proceeds from the sale of grain on his place was \$3,000. Alex Shandro, a resident of Shandro district, whose dwelling house is shown below, was also working out for wages ten years ago. To-day he owns six quarter sections, a good stock of fine horses, besides a number of cattle and hogs. His buildings are exceptionally good. Another young man of the Shandro district, Michael Hawreliak by name, is forging ahead rapidly. He entered for his homestead in 1909. He has now five quarter sections altogether and threshed 13,000 bushels of grain from last season's crop.



THE HOME OF ALEX. SHANDRO, A PROGRESSIVE RUTHENIAN FARMER.

He has one hundred and sixty-five acres of new breaking ready for wheat this coming spring, besides two hundred acres of stubble land which he intends to sow in oats and barley.

The improvement in roads during the year has been marked indeed. It is not the extent to which improvements have been made, although this is considerable, but the quality of the work done that elicits favourable comment from the travelling public.

The effect of the success of settlers in their farm work is reacting on their ideas of comfort in living, improvement and extension in tillage operations, the increase in live stock, and the improvement in general surface equipment on the farms. The raising of hogs is growing to large proportions and the improvement in horse stock is very marked. Strong heavy work horses from Percheron or Clyde sires have displaced the cayuse, and the horses invariably show good keep. The settlement is well into the second stage of home-making. The original homesteading

shack or hut is being rapidly displaced by the real house. With more room and better floors and adequate lighting, the idea of greater comfort and greater attention to personal condition is taking hold.

On the whole the public school has again vindicated itself as an effective instrument of democracy and general public good, when it has been established and upheld in a consistent, serious and kindly way and has been kept free from the influence of ulterior and unworthy motives.

It is gratifying to be able to extend to the officials of the Department with whom I have had to deal, my sincere thanks for steady and sympathetic co-operation and support.

I have the honour to be, Sir,

Your obedient servant,

ROBERT FLETCHER,

Supervisor of Schools among Forcigners.

REPORTS OF INSPECTORS.

REPORT OF J. MORGAN, B.A.

LETHBRIDGE INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Lethbridge Inspectorate for the year 1915.

The boundaries of my territory were the same as for the previous year. Only three new districts were organized during the year. In the earlier part of 1915 the Lethbridge School Board reduced the teaching staff materially, but toward the end of the year it was found necessary to employ several additional teachers. The number of departments in December, 1915, was only two below that in January.

While there was only a slight disposition towards organization of ordinary school districts, there was much activity along the lines of consolidation. Eight new districts were formed for the purpose of uniting with other districts. At the beginning of the year I had three consolidated districts in my territory and at the close of the year eight, and several others in process of formation. Economy in operation and a desire for greater efficiency than can be secured in the small school have been the strong motives in furthering this movement for consolidation. I am pleased to be able to say that the results actually secured have served as a strong inducement for an extension of the system in adjoining districts.

In four cases joint operation was effected between neighboring schools having but a few pupils. This proved economical and in every way satisfactory as a temporary expedient.

In most cases the School Boards accepted without question the amendment to the Ordinance requiring schools to operate for ten months each year, and they extended their school terms accordingly. In some cases, however, the Boards evaded the requirements on the ground that they could not secure teachers.

Yearly operation increased the demand for teachers. At the same time the supply of teachers from outside the Province practically ceased, and as a result the scarcity of teachers was more marked than it was in any former year.

The Truancy Act was given a fair trial during the year and the results were very satisfactory. I sent out 84 registered notices to parents, in addition to a number of letters placing the Act and its requirements before them. In most cases the pupils returned to school and remained in regular attendance for the balance of the year. In eight cases I prosecuted parents and secured seven convictions. I found two difficulties in performing my duties under the Truancy Act. In the first place non-attendance or irregular attendance continued for months in some cases before I became aware of the fact. In the second place I found that my duties as Truant Officer made a heavy demand on my time. However, I look for an improvement in both respects when the Act has been in operation for some time and teachers and parents become better acquainted with its requirements.



PUBLIC SCHOOL, CHAMPION.

There was scarcely anything done in the way of night classes during the year. This was partly due to the desire for economy on the part of School Boards, but to a still greater extent to a feeling of alienation among the various peoples who form our urban population, as a consequence of the war.

The libraries, especially in rural districts, were largely increased, and as a rule these libraries are used freely by both the pupils and the adults of the districts. The books dealing with the war during 1914 and 1915 were specially helpful to teachers and were read eagerly by many pupils. I would advise that similar literature be sent to all schools from time to time while the war continues.

Only a few districts planted trees during the year, but the trees planted in previous years received careful attention and they made a rapid growth. A number of districts have prepared the grounds for trees, but find difficulty in securing either trees or seeds.

Very successful school gardens were cultivated in Taber and Lethbridge and in some rural districts. As a rule these were in charge of teachers who had taken training at the summer school in Edmonton.

As a rule the school buildings and equipment are in good condition and quite adequate to the needs of the districts. Water is provided in concrete cisterns.

The crop was particularly good in this part of the country in 1915, wheat yielding from 40 to 60 bushels per acre. There was considerable delay in getting it on the market, but towards the close of the year taxes came in quickly. The 1916 Boards will find very little difficulty in meeting the financial requirements of their schools.

The teachers in Lethbridge and the various towns have been chosen because they achieved success in rural districts or smaller centres. With few exceptions they are giving excellent services. In the rural districts I have also many capable and faithful teachers and very few poor ones. During the year seven teachers enlisted in the overseas contingents and this accentuated the scarcity of teachers.

The quality of the work in the various subjects shows a steady improvement as the training of the Normal School and the Summer School is extended year by year to larger numbers of teachers. If those who are thus trained could only be returned for a longer term of service in the profession many of our difficulties would disappear.

A convention of the Macleod and Lethbridge Inspectorates was held in Lethbridge on October 6th and 7th. The attendance was scarcely as large as it should have been, but from an educative point of view the meeting was exceptionally successful.

I have the honour to be, Sir,

Your obedient servant,

J. MORGAN,
Inspector of Schools.

REPORT OF J. A. FIFE, B.A., M.Sc.

EDMONTON INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Edmonton Inspectorate for the year 1915.

The boundaries of the inspectorate at the end of the year are the same as outlined in the report of 1914. The inspectorate includes 287 graded and 66 rural departments, exclusive of the 26 High School and 21 Technical School grades. Of the rural schools, 34 received one visit, 24 two visits, and 8 were not visited during the year. On account of being occupied with departmental work outside of the regular inspecting duties, only 139 of the graded classes were visited.

CONDITION OF SCHOOLS CLOSE TO EDMONTON.

The schools within 25 miles of the City of Edmonton are all yearly schools, and have, with few exceptions, competent teachers who are rendering good service.

SCHOOLS IN THE NEWER PARTS OF THE INSPECTORATE.

In the outlying schools along the Victoria Trail, and north and west from it, the schools are not as satisfactory as they should be. Here the country is new and parts of it rough and hard to bring under cultivation, and many of the settlers are foreigners. Most of them are just making a start in the country and only a small fraction of their land is as yet producing crops. The roads are often very bad,—so bad that it is difficult for the children to travel to school. In these districts it is very difficult to maintain schools for more than six or seven months of the year. Some of them are open for only four months. One district has had its



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school built for two years, and when it was visited in October it had not yet been used for school purposes.

Two lines of railway are being built through this new part of the inspectorate, and the land being of good quality and well adapted for mixed farming, it will not be long before the settlers will be able to maintain yearly schools.

THE TRUANCY ACT.

The enforcement of the Truancy Act among the foreign element has given good results. These people have a certain amount of respect for a summons, and usually the serving of a Truancy notice is sufficient to bring the children out to school. Thus far I have not found it necessary to bring anyone up for trial. The firm stand taken by the Department in enforcing this Act and in insisting wherever possible on yearly

schools, taught by qualified teachers, is highly commendable, and very necessary among our foreign population. This policy will contribute much towards the upbuilding of a strong Canadian citizenship, imbued to some extent with Canadian ideals.

THE RURAL SCHOOL PROBLEM.

The improvement of our rural schools is our burning question, as it has been for the past fifteen years or more in the Republic to the south of us, and to some extent in the older Provinces of the Dominion. The urban schools, with their highly trained teaching staffs, teachers of special subjects, supervisors and superintendents, have made splendid progress; but the same cannot be said of our rural schools. They are, with us, not so very far in advance of the country school of twenty years ago.

CAUSES RETARDING RURAL SCHOOL PROGRESS.

(1) The lack of interest in the school by the rural community. It often happens that only one or two people in a district take any interest in the school. Many are not sufficiently interested to attend the annual school meeting. In many cases the teacher is not acquainted with the parents whose children she teaches. She often serves her term in a school without being asked to visit some of the homes, and on this account loses opportunities of getting knowledge of the home atmosphere, which would be of great advantage to her in class management. There is a decided lack of leadership towards social improvement in our rural districts. It would be a great help towards the social uplift of many of these communities if the teacher felt it her duty to take the lead in fostering healthful games and literary meetings among the grown-up young people of her district.

(2) The employment of inexperienced and untrained teachers and the frequent changing of teachers:—

Our young teachers must commence their teaching somewhere; it is generally in the country. Here they gain their experience and the best of them soon gravitate towards the larger centres of population. The mediocre and the untrained teachers are left for the rural schools. It is a rare thing to find a teacher in a rural district who remains more than one year. This is a serious drawback to the continuity of the pupils' work.

The improvement of the social conditions in rural communities and the building of comfortable teachers' residences would tend to retain the services of competent teachers for longer periods, who would become more important factors in the lives of the people whom they served.

(3) THE INCOMPETENT TRUSTEE.

The Department has every day evidence of the injury done to rural education by the incompetent or dishonest Trustee. This is a serious problem and will only be improved by the growth of educational interest in the country and a more serious appreciation by Trustees of their duties and responsibilities. The Trustees' conventions which have been held in the Province were helpful in Trustee training, and I believe they deserve encouragement from the Department.

(4) THE LACK OF MONEY.

Many rural districts are seriously hampered by the lack of sufficient funds to properly carry on the work of their schools. Notwithstanding the generous grants given by the Government for the support of the

rural school, great difficulty is experienced by many districts in keeping their schools in operation. There is a marked contrast between the financial standing of the newer and rougher districts and those in the older and better settled parts of the Province. It is much easier for such districts as Clover Bar and Sturgeon to pay the maximum tax of twelve cents per acre than it is for McKinley and Pownell to pay five cents; and the children of the newer districts in all probability need the school and its influences much more than those in the districts which are financially better off; but with our present system of taxation it appears impossible to alter the conditions in favor of the weaker schools. It would appear that the school district is too small a unit in a scheme of taxation for school revenue. With the organization of Rural Municipalities throughout the Province a change might be made in the plan of raising school moneys. A general tax might be levied on the municipi-



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pality for the support of all the schools in it. By this plan the strong district would help bear the burdens of the weak one without distress to any.

(5) LACK OF SUPERVISION.

The lack of sufficient supervision is a serious drawback to the progress and usefulness of our rural schools. Under present conditions some of our rural districts do not receive more than one inspectoral visit in two years; others one visit each year; and very few, if any, more than two visits in a year. More frequent visits from the inspector, with more time to discuss difficulties and to keep in touch with the progress of the pupils, would be a great advantage to the school, to the teacher, and to the Department. The inspector needs time to interest himself more in the life of the community, and to give him an opportunity to

interest, the community in its school. This arousing of the interest of the people in their schools is, I believe, the starting point towards a general improvement of rural school conditions.

SCHOOL CONDITIONS IN EDMONTON.

In the city the Board, owing to financial stringency, has been compelled to adopt a general policy of retrenchment. No new buildings have been undertaken during the year, and two of those previously started are still unfinished. It was found necessary also to effect a saving in salaries, and with this end in view the staff of supervisors was reduced and a straight cut of ten per cent. in all teachers' salaries was made; and a further cut of five per cent. on all salaries above twelve hundred dollars later in the year. These severe reductions, together with the liberal contributions which the teachers have been making to the Patriotic Fund, have proved a serious tax on their incomes.

Notwithstanding the fact that the city's population has decreased during the last two years, an increase of the total school population of the city is shown by the following statement:—

Total enrolment in public schools for 1914, 9,621; for 1915, 10,350	
Total enrolment in separate schools for 1914, 1,550; for 1915, 1,465	
	11,171
	11,815

December enrolment in public schools for 1914, 7,780; for 1915, 8,209	
December enrolment in separate schools for 1914, 1,075; for 1915, 996	
	8,855
	9,205

Net increase for the year, 644; for December, 350.

There was an increase also in the number of rooms devoted to school purposes:—

Rooms used by public schools in 1914, 214; in 1915, 228	
Rooms used by separate schools in 1914, 39; in 1915, 36	
	253
	264

The number of teachers and supervisors employed for the year showed an increase as follows:—

In the public schools for 1914, 233; for 1915, 241	
In the separate schools for 1914, 39; for 1915, 36	
	272
	277

Net increase in rooms used, 11; in teachers, 5.

This shows a net increase of five in the number of teachers and supervisors, but as there was a decrease in the number of supervisors there was a greater increase than five in the number of teachers.

This year the Board adopted the policy of providing the pupils with pencils, pens, erasers, blotting paper, drawing crayons, paints, brushes, exercise books, scribblers, besides foolscap paper and drawing pads and material for elementary manual training. The total cost to the city was in the neighborhood of \$11,000, or about \$1.06 per pupil. This step, I believe, has resulted in a more careful supervision of the pupils' work by the teachers and a general improvement of the character of the work

done by the pupils. It saves the teacher much worry and loss of valuable time, due to pupils coming without pencils and other necessary equipment. It is also a great help to the poorer parents who find it difficult to provide the necessary school equipment for their children. It is an application of the principle that the strong should help bear the burdens of the weak.

IMPROVEMENT IN SINGING.

An interesting feature of the work in the city public schools this year was the teaching of singing. The supervisor outlined the work for each grade for each month, and also spent some time in teaching in the different grades. Although two of his assistants were dispensed with, yet the improvement in the singing for the year was quite marked. At the musical festival held in the city in the spring fourteen children's choirs were from the city public schools. The shield was won by the Henry Allan Gray choir, under the leadership of Miss Kaulbach, one of the teachers of the school. The judges stated that this competition was decidedly superior to those of previous years.

IMPROVEMENT IN ART.

A marked improvement in the teaching of Art has taken place in the city schools this year, and a corresponding improvement in the work done by the pupils. This has been largely due to the stimulus given to the teaching of the subject by competent supervisors, and also to the interest taken in the study of Art by an Art Society in the city, of which a number of the teachers are members. The Summer School, too, has been very helpful to a number of the teachers who took the course in Art during the holidays. One of the most interesting features of the Annual Convention of the Northern Alberta Teachers' Association was the Art exhibit of the schools for 1914 and 1915. This exhibit was largely due to the energy and ability of the Art supervisors and teachers of the city.

SCHOOL GARDENING.

(a) In the country districts gardening has made some advancement this year, but it is still in its elementary stages. It is difficult to interest rural Boards sufficiently to get them to put a piece of ground in proper condition for a successful garden. In a few cases in which the teachers were enthusiasts there were good gardens. The best one visited was at Patricia School, which is taught by Miss Garrard.

(b) In the city a real start was made this year in school gardening. Under the leadership of Miss E. Cuming the staff of the Highlands school secured the use of some vacant lots in area about .638 of an acre. The Board ploughed the plot and purchased material for fencing it and some of the seeds required for planting it. The fence was built by the principal of the school, assisted by the janitor. All the rest of the work, consisting of cultivating, seeding, weeding, etc., was done by the teachers and pupils; and it was well done. The garden consisted of 250 plots, 10 ft. x 4 ft., with paths 2 ft. wide between them and an outside path 3 ft. wide, and a border 3 ft. wide outside of all. Many of the citizens took a keen interest in the garden and contributed liberally in seeds for planting and plants for decorative purposes.

This garden was one of the best in the Province, and was an attractive spot in the city during the summer and fall.

An important feature of the garden work was the development of a keen interest among the pupils on account of its being their garden. The healthy rivalry among the classes in keeping their plots clean and well cultivated was good for the children and added zest to their labour.

THE TEACHERS OF THE INSPECTORATE AND THE WAR.

The year has been one of tremendous struggle for the Empire of which we are a part, and our Province has done its share in contributing of its sons and daughters to the nation's cause. Among those who have answered the call many have been from the ranks of the teachers. The following from this inspectorate resigned their positions and are now in training or at the front:—

H. Towerton, B.Sc.
L. McKnight, M.A.
E. Drader.
S. Davies.
W. B. Spoor.
A. S. Goddard, M.A.
L. B. Yule.
H. Balfour.
D. R. Grant.
R. Abigail.

Miss M. Kennedy and Miss R. MacAdams, of the city staff, have also resigned their positions to do hospital work at the front.

The ladies of the city staff have taken a very active part in patriotic and relief work in the city throughout the year. They have contributed liberally of their means to the Patriotic Fund, and many of them have done a great work in collecting and distributing new and cast-off clothing for the children of those who were not able to provide it for themselves.

EMPIRE DAY EXERCISES.

Empire Day was celebrated in Edmonton by a great gathering of the school children and their friends in Victoria Park. The girls in their white middie blouses and blue skirts, and the boys in khaki uniforms presented a fine appearance. The cadets were reviewed by His Honour Lieutenant-Governor Bulyea, and the girls under Major Flint gave an exhibition of physical drill and folk-dancing which was a creditable and enjoyable performance. The singing of patriotic songs led by Mr. Eagleson was very inspiring and enjoyable. The "March past" by the pupils was well done and will not soon be forgotten by those who saw it.

THE TEACHERS' CONVENTION.

The Northern Alberta Teachers' Association held its annual convention on November 4th and 5th, and presented a full programme of interesting and instructive material. The attendance was the largest in the history of the organization.

I have the honour to be, Sir,

Your obedient servant,

J. A. FIFE,
Inspector of Schools.

REPORT OF J. A. SMITH, B.A.
CALGARY INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Calgary Inspectorate for the year 1915.

In this inspectorate there are 293 school rooms or departments under my jurisdiction, 253 of these being graded departments and 40 ungraded. During the year the number of graded departments increased by 11, while the number of ungraded remained the same. On account of departmental duties aside from my inspectoral work I was unable to visit all the schools in the city.

In the City of Calgary the problem of school accommodation has been well solved and it is to be hoped that the attention of the trustees and the city officials will now be directed to the beautification of the school grounds and to making the grounds more ideal places for games and athletic sports. I am pleased to report improved conditions in some of my rural schools in the immediate neighbourhood of the city. Through changes in the personnel of some of the School Boards I have been successful in awakening enthusiasm in school affairs that has resulted in the provision of simple school necessities, suitable surroundings and clean school rooms. Children are susceptible to the influence of things as well as the influence of persons, and consequently the improved conditions in these schools has been an incentive to good work on the part of the pupils as well as the teacher.

The standard of work done in my rural and village schools showed a marked improvement over that of last year. This must be attributed, in a large measure, to the greater permanency in the teaching staffs. The demand for new teachers in the city has been greatly decreased, and consequently the capable teachers in the country have not been attracted to the city by more desirable and lucrative positions. Several of the rural School Boards have wisely decided to arrange a salary schedule framed in such a way that continuity of efficient service will be the chief factor in determining increased remuneration.

In class teaching effective work is being done in the majority of the subjects of the programme. I hope that the re-statement of the Programme of Studies will result in more definite and intelligent methods of handling the subject of Nature Study. A course in Nature Study closely correlated with school gardening and culminating in specific instruction in agriculture in the high grades should be a more marked feature of our public school work. The standard of work in written composition is yet not very high. It is possible that too frequently the form dominates the context in the teaching of composition in the lower grades, and thus the desire to express ideas and feelings is checked. The teaching of Arithmetic, History and Geography is gradually becoming more practical.

The new provision of grants for school gardening, manual training and household science has not yet stimulated a desire in my rural and village districts to give these subjects the place that they should hold

in the education of the children. Three districts in my inspectorate had very successful school gardens and a commendable interest was shown by the pupils in the success of these gardens. In these three schools one could not fail to notice a much closer connection between school and life outside of the school. If, in addition, these children could have had an opportunity to do some work in manual training and household science, how much more vital would their education have been. Some more effective means should be taken to stimulate greater interest in these subjects in all our public schools. It might be advisable to raise these subjects nearer to the level of the other subjects of the Grade VIII. examination. I am in position to state, from my visits to the household science and manual training centres of the city, that the value of this work cannot be over-estimated. The principals of the schools inform me that through this work their boys and girls are developing in personality, self-control, initiative and appreciation, and habits of industry and a love for productive and constructive work are being formed.

The Pre-vocational School in Calgary is doing most successful work and is attracting more pupils than it is able to accommodate. This type of school has passed the experimental stage in Calgary, and is now considered a most valuable asset in the educational system of the city. The holding power of this school is shown by the fact that practically all of the pupils in the school who were successful on the Grade VIII. departmental examination have come back to take up the work of Grade IX. and to continue their industrial work.

There has been a marked improvement in the regularity of attendance in my rural and village districts, due to the efficient manner in which the Compulsory Education Act is administered by the Truancy Branch of the Department of Education. The teacher must be given some credit for the increased regularity. In districts where the teacher uses every means to make the school work attractive and pleasant, and where the teacher assumes leadership in educational affairs, there are very few cases of non-attendance, and the district rings with the praises of "our teacher." In the City of Calgary the Compulsory Education Act might be administered more efficiently. There seems to be no official record of all the children of school age in the city, but merely a record of those children whose names appear on the school register. No one knows how many children are now evading the law. A school census should be taken yearly, so that the number of children who ought to be in school could be known, who they are, and where they live.

A convention of the High River and Calgary Inspectorates was held in Calgary on October 28th and 29th, with an increased attendance over that of last year. Instructive and inspirational addresses were given by Dr. Oliver of Saskatoon, Dr. Miller of Edmonton, and F. M. Black of Calgary. We are also deeply indebted to the members of the staff of the Calgary Normal School for the valuable assistance given by them.

I have the honour to be, Sir,

Your obedient servant,

J. A. SMITH,

Inspector of Schools.

REPORT OF J. F. BOYCE, B.A.
RED DEER INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on the Red Deer Inspectorate for the year ending December 31st, 1915.

During the year much time and thought were given to duties of an administrative nature, and as a consequence the professional side of inspection has received less attention than in former years. Indeed such has been the demand on my time for other duties than actual inspection that I was unable, much to my regret, to visit even once a comparatively large number of schools.

Two new districts, Nordegg and Washington Heights, were organized, and four new schools, Blueberry Valley, Garth, Pleasant Vale and Leafland, were erected in the course of the year. While the increase in these two respects is not equal to that in other years, it does not mean there is less interest in education. The explanation is rather that the area within the bounds of this inspectorate, with the exception of the territory adjoining the Clearwater and the Saskatchewan, is now nearly all incorporated in some school district. As a matter of course, so far as this inspectorate is concerned, the phenomenal increase in the number of new districts and new schools is now a thing of the past.

The affairs of six districts—Fairbank, Blueberry Valley, Norma, Nordegg, Knowledge and Birch Lake—were administered by me during a part of the year. In most instances the people feel when an Official Trustee is appointed that it is a reflection upon their ability to conduct their own affairs, and when the time comes for the management of the district to be returned to them they are anxious to assume control. In one district, however, the ratepayers preferred that I should remain Official Trustee, and only after much persuasion was it possible to get a Board of Trustees to take office. The length of time these districts were in my charge varied from four months to one year. While the amount of extra work of this nature placed upon an Inspector may be very considerable, the duties are not always irksome. In a new country, where there is a great variety of nationalities and sometimes much trouble in the newly organized districts, the plan of appointing an Official Trustee is good. The main drawback is that the time required for the additional duties, of necessity, must be taken from that formerly devoted to inspection. If the inspectorates were about half the present size, so that the professional side of inspection might take first rather than second place, the general policy of assigning more work of an administrative nature to the Inspectors would have a salutary influence.

The unusual condition in which Nordegg finds itself renders a solution of its problem peculiarly difficult. Nordegg itself is a mining village, the site of which has been leased by the Brzeau Collieries Company, Limited, from the Dominion of Canada for a period of twenty-one years. In passing, it is only fair to mention that the company claims it tried to buy the townsite from the Dominion, so that the lots could be

sold and the miners might own their own properties if they chose. Failing in this, the company cleared the land, laid out the townsite, graded the streets, made provision for drainage, water, sewerage and parks, and erected all the buildings. In a word, all the improvements were made and paid for by the company. The company leases the lots and buildings to its employees and the trades people. In consequence of the peculiarly unusual situation there can be no private ownership of real property, and the place is popularly known as a "closed town." Nordegg school district comprises an area of $3\frac{1}{2}$ miles by 5 miles, but as it is situated entirely within the limits of the Forest Reserve and all the land in the district belongs to the Crown, it differs very materially from other village school districts, inasmuch as it has no taxable farm property. In other words, all the funds which the Trustees are required to raise for school purposes must be collected mainly from three sources, viz., the company's plant, the village and the Canadian Northern right-of-way. The fact that the village is a "closed town," that there are no taxable farm lands, and that the relations between the men and the company are sometimes strained, renders the whole situation a very serious problem.

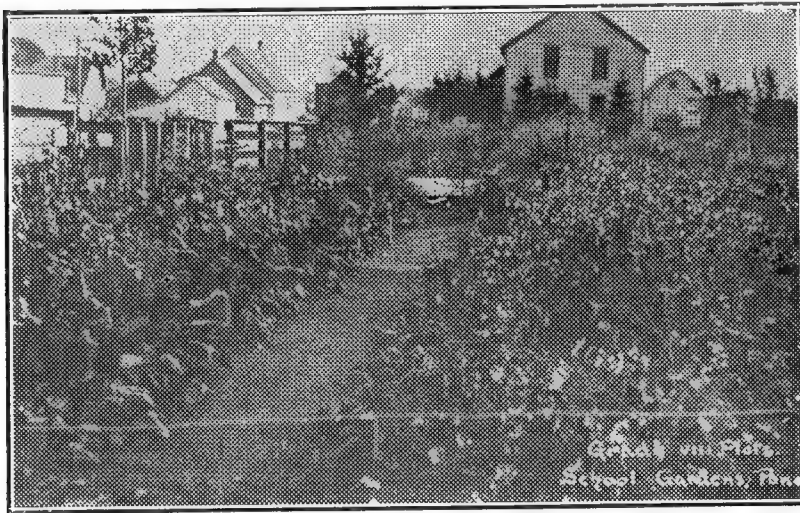
The chief trouble arises over assessment and taxation, and because there is no provision in the Assessment Ordinance for such a case, there seems no satisfactory way of settling the question. The main point at issue is, whether the whole cost of operating the school shall be borne by the company or it shall be equitably apportioned among the men, the trades people, the company and other parties concerned. In order that there may be a voters' list and for purposes of taxation the Assessment Ordinance provides that the name of the owner and the occupant of any particular property shall be placed on the roll. If, on the one hand, the whole expense of the school were placed on the company it might naturally follow that the men as occupants, being much in the majority, would elect some of their number to the office of Trustee and thereby control the expenditures for the school. The unfair anomaly would exist of one party, the company, furnishing all the funds and another party, the employees, controlling the expenditures. In other words, there would then exist a clear case of "representation without taxation." When, on the other hand, it is proposed that the cost of operating the school be borne jointly by all the parties concerned, as is usual in village districts, the men as occupants refuse to pay the taxes on the grounds that the owner, not the occupant, usually pays the taxes on a property. A deadlock ensues and as there is no provision in the Ordinance for such cases, it would seem that the only possible solution is new legislation.

The policy of the Department of supervising more closely the loans made by districts is a good one, not only in safeguarding the issue and sale of debentures, but also in urging delinquent Boards of Trustees to meet their payments promptly when due. The plan of "following up" Trustees who are "slow" in meeting their financial obligations, together with the appointment of an Official Trustee in the worst cases cannot fail to improve rural school financing. A more careful selection of Official Auditors and some effective check on their work would also have its contributory effect.

The amendment to the Ordinance requiring the operation of a yearly school has had a good influence. Many short term schools have arranged their financial matters so that they are now running the full school year. Some of the newer districts, however, in the outlying part of the inspectorate, especially in the timbered areas, find much difficulty in financing and can operate a school only part of the year. In nearly all

short term schools the tendency is to lengthen the term. Over 85 per cent. of the schools in this inspectorate endeavour to have a yearly school. In a yearly as compared with a short term school the teacher usually remains much longer in the same district, the interest in the school and the children is greater, the continuity of work is better, and the general progress of the pupils more satisfactory. From every point of view the yearly school has a decided advantage.

With reference to truancy and irregular attendance, a number of cases were reported to me from time to time, either by the Chief Truant Officer or the teachers. If it was not convenient to visit the parent of the child personally, a letter was sent him pointing out that unless there was some special good reason why his child was not at school, he was liable to prosecution under the Truancy Act. At the same time the teacher was sent a copy of this letter and requested to report to me whether or not the child had returned to school. Usually this course of action had the desired effect. In a few cases the teacher failed to co-operate with me and in a few others no attention was paid to my letter.



SCHOOL GARDEN, PONOKA SCHOOL DISTRICT

Had it not been that my time was so fully occupied with a peculiarly difficult problem in connection with Official Trustee work, I would have made an example of a few of the worst cases. My plans are now to give more attention to truancy early in the year.

In twelve or fifteen districts I found a creditable school garden. A few other districts were making preparation for a garden by getting a plot ready for next season. In only one instance, that of the City of Red Deer, did there seem to be any effort to do work of an experimental nature or correlate the garden with the home and school. Special praise is due Mr. G. W. MacKenzie and those of his staff who assisted him for the artistic arrangement of the garden plot and the interesting and practical nature of the experiments. Had an inspector time to give more direct encouragement to this line of work there is no doubt much good would eventually result in broadening the education of the rising generation.

With regard to the actual work in the schools, I must confess that, for reasons given above, I was unable to visit as many schools as usual and to give as much attention to inspection as in former years. In place of my remarks being of a positive nature they must necessarily be of a general character. My impression is that in a comparatively large number of schools pupils take much too long a time in passing from the primary grade. Not infrequently one finds pupils quite unable to read after being at school from one to two years. The fault seems to lie chiefly in the difficult nature of the prescribed text and lack of the application of one simple definite method of teaching primary reading. Nature Study does not seem to be attempted in many schools. History still remains the most abused subject in the course of studies. The old method of giving notes and loading the pupils' memories with bald facts is still with us. In few instances is it made an interesting lesson and the matter treated as a real and vital subject. On the whole the movement system of writing is not making as much progress as it should. The fact that a few teachers secure good results inclines me to the belief that the fault lies rather in the fact that the teachers do not know how to teach it, than in the system itself. Oral Reading, Literature, Composition, Oral Arithmetic, Geography and Physical Culture are steadily improving. The introduction of elementary hand work in one form or another in both urban and rural schools is gradually on the increase. By degrees the good influence of the Summer School is becoming more apparent. It is seen in the efforts at teaching Drawing and Art, Physical Culture, Elementary Handwork, Nature Study and Gardening, and in increased professional zeal.

The annual convention in this inspectorate was withdrawn this year and the teachers asked to contribute an amount equal to the cost of attending convention, such contributions to be handed over to the Patriotic Fund. The response from individual subscriptions and school entertainments totalled \$468.70 at the close of the year, and money is still coming.

In conclusion let me express the hope that the time may soon come when, in place of attempting so much, and, as a result, touching only the fringe of what should be done, an inspectorate may comprise 50, 60, or, at most, 75 schools. Then the inspector would have time to visit all the schools at least twice and oftener if need be. It would then be possible for him to be in closer touch with the classification, the promotions, the general progress of the pupils, and all the activities of the school. Inspection would become more and more helpful supervision. As a natural outcome he would have the time to give encouragement and real assistance to the teacher in gardening and other special subjects. Not only would he know all the teachers and most of the children personally, but also many of the trustees and ratepayers. An enthusiastic inspector would at least have the opportunity of giving real leadership where it is most needed, in the rural district. Under such conditions that vague and mystical dream, "the rural school a social centre," might become a living reality.

I have the honour to be, Sir,

Your obedient servant,

J. F. BOYCE,

Inspector of Schools.

REPORT OF G. W. GORMAN, B.A.
MEDICINE HAT INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Medicine Hat Inspectorate for the year 1915.

The boundaries of this division remain the same as for the year 1914, embracing almost 221 townships in the south-eastern corner of the Province. The total number of departments under my jurisdiction has not changed during the year, but I am pleased to report that there has been an increase in the number of schools in operation.

Little was done in the way of organization of new districts during 1915, though conditions in many areas warranted the provision of school facilities. The uncertainty of a crop and the lack of confidence, consequent upon the discouraging results of previous years, was persistent throughout the greater part of the past year, and when the big crop did come in the fall it completely engrossed the attention of all the people.

However, four new school plants were completed in already organized districts, and it is certain that the present prosperous condition and the renewal of confidence will lead to unusual activity in organization and school building during 1916. A great many communities have required only this encouragement to induce them to provide the necessary accommodation.

Many new villages have sprung up along the recently completed and extended railway lines in the North and in the South, and these are bound to become important school centres.

The idea of consolidation has taken root in many localities, in fact the interest in this subject is becoming general. I have many enquiries, and I am confident that the coming year will see the establishment of some consolidated school districts in areas where centralization is most feasible.

The Truancy Act is an effective instrument for the enforcing of attendance. I have in many instances used the "Warning Notices" with satisfactory results. As has been pointed out in other reports, there is need for greater co-operation with the teacher to render our efforts as Truant Officers more efficient. Many serious cases are not brought to the attention of the Inspector until late in the term.

The branch of the Department dealing with operation of schools has rendered excellent service in this inspectorate. There has been an increase in the number of schools operating and a lengthening of the term in many instances, but much remains to be done in this regard. Throughout the fall the great scarcity of teachers rendered the enforcement of the compulsory clause difficult, and in many cases impossible. The inability of the Department to enforce operation by sending teachers is responsible for a large number of schools remaining closed for long periods. But there has been a noticeable improvement in educational sentiment generally during the past two years, and the outlook is hopeful. The wonderful crop has wrought a great change. After all, many of our rural school problems are fundamentally financial, and much of

the strife, uneasiness, petty quarreling and local jealousies are disappearing, and opposition to operation is less frequently met with. In fact there is, in many quarters, an expressed desire for longer terms and better qualified teachers.

I have a great many schools in entirely foreign settlements, and these present a serious problem. Few of these parents recognize any particular responsibility with respect to the education of the child, and seem chiefly concerned about his or her economic value as a farm labourer. Even children of six and seven years are held to be indispensable in the fields throughout the spring and fall—the most profitable part of the school year for these younger children. They question value of education. Too many of them do not desire any schools, certainly not our Canadian schools. They strongly favour a six months' winter school, arguing that the older children can attend only during this season. Some-



GRIFFIN SCHOOL, PEACE RIVER

thing must be done for these older children, but it is doing things out of tune to neglect the interests of the children when young, and consider them as having a first call upon the public school when they grow older. Added to this is the very serious problem of securing teachers for these schools, and even when necessary to make a fair beginning with the peculiar difficulties presented. The lack of suitable or any accommodation, no opportunity for social intercourse (for in many of these districts English is rarely spoken), and the remoteness from the railway—these complete a kind of isolation which is unbearable for most teachers.

These schools require more attention than others, and they have received it, but the large territory and the importance of other work renders it impossible to give these districts the amount of supervision and assistance so very much needed. The remedy lies in the direction

of closer supervision and control. I am of the opinion that the appointment of a special officer over these districts for a year or two, insisting upon the strict observance of the law, and the provision of better teaching conditions, would completely change the attitude of the people in this very large area towards the question of education. Good teachers, suitable accommodation, and the strict enforcement of yearly operation, and compulsory attendance, would bring the desired result. The good effects of such a policy would soon be apparent, for these people will not oppose the law if they understand that it is going to be generally enforced. In all cases with which I found it possible to deal, strong measures were adopted to enforce operation. The results were satisfactory in these communities, and the influence upon adjoining districts was valuable.

Without exception I consider that good work is being done in the graded schools of this inspectorate.

There are twenty-one rural districts in this division, in which no schools were in operation during the year. In ten of these districts the number of children is not sufficient to warrant the erection of buildings. Of the other eleven, three have built schools which are now ready for occupation, and in the remaining eight the need for school accommodation is pressing and must have early attention.

Speaking of the one hundred and twenty ungraded schools which were in operation during the year, I have gone carefully over my notes and the statistics at hand, and considering all the circumstances, I am able to submit as follows:—

That with respect to operation, attendance, teaching and general effectiveness of the school, fifty-two per cent. may be classed as good, thirty-three per cent. as fairly satisfactory, and fifteen per cent. as quite unsatisfactory. Though far from what is desirable, there is a great improvement over the previous year.

To my mind the improvement of our rural schools will depend upon increased prosperity among the farmers, and better organization and management of school finances; the fostering of a stronger educational sentiment among the people; greater permanency of the teachers in the schools; and more time for the necessary supervision, organization and direction of effort.

There has been improvement—much remains to be hoped for. The outlook is more encouraging than before. There is a steady increase in the number of Grade VIII. candidates coming from our rural schools. The attendance at the High Schools has more than doubled during the past two years. A large number of local students are taking up the work of teaching. This is tending to help meet our demands, and, being locally interested, these teachers are more likely to be contented and permanent in our schools.

I am sorry that more time was not available for inspection during the year. Many special problems required attention, and as the problem of operation is fundamental, very much time was spent in an effort to get all the schools running, and keep them so.

I have the honour to be, Sir,

Your obedient servant,

G. W. GORMAN,

Inspector of Schools.

REPORT OF J. W. RUSSELL, B.A.
HIGH RIVER INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the High River Inspectorate for the year 1915.

No alterations were made in the boundaries of this inspectorate, the territory comprised being that part of Townships 14 to 22 inclusive, lying south of the Bow River, and west of Range 21, west of the 4th meridian.

Included in the High River Inspectorate are 143 school districts or departments. During the year 29 graded departments and 103 ungraded schools were in operation. Eight rural schools were not operated. In these districts the number of children of school age was so small that it was deemed inadvisable to open the schools. In each case, however, arrangements were made with the Boards of Trustees of adjoining districts securing to the children school privileges.

Not much territory in the inspectorate awaits organization for school purposes. Only four new districts were organized. In one of these, Sunset Valley S.D. No. 3236, an up-to-date school was completed and put in operation. To those families in unorganized territory, where the attendance of children at the nearest schools was not practicable, courses of study, lists of authorized school text-books, and other departmental literature bearing on school work were sent, with the view of assisting, in some degree at least, the efforts of the people in educating their children.

The work of 140 teachers was observed. Of these 14% held first class certificates; 64% second class; 11% third class; and 11% had provisional certificates. In 1914 11% of the teachers whose work was observed held first class certificates; 62% second class; 13% third class; and 14% held "permits" to teach. There were, therefore, secured to the inspectorate, in 1915, the services of a larger number of more highly certificated teachers, while the number of "permit" teachers considerably decreased.

The percentage of teachers in graded schools retaining their positions throughout the year did not materially vary. Of 103 rural teachers, however, 44% remained for the year in the same district. In 1914 only 13% of such teachers gave this continuous service to their respective districts. Whether this remarkable change was brought about by the stringency of the times it is impossible to say, but it is certainly gratifying to observe that there has been a tendency on the part of rural teachers this year to remain for more extended periods in their schools. The effect in all of these schools was marked. There was greater continuity of effort, better classification, and increased interest on the part of pupils and teachers. Could these teachers be induced to remain in their schools for another year there would be for both teachers and pupils undeniably great benefit. One of our great problems is to secure the continued effort of successful teachers in our rural schools. No great advance can be made in the strengthening of our rural school work until these schools are in the charge of successful teachers whose term of office has something of permanency.

There was a marked betterment in the attendance of pupils in the rural schools, especially during the first half of the year. There was a satisfactory diminution in the number of short term schools. The action of the Department of Education in abolishing the short term schools and in encouraging the yearly school is meeting with public approval. In several cases, when it was not attempted before, it was found quite possible to operate schools for the full school year.

During the latter part of the year, especially during the harvest months, the attendance at school slackened appreciably in certain localities. Scarcity of labour, or inability to meet such expense as harvest operations required, influenced parents to take their children out of school. In the great majority of cases, however, where non-attendance of pupils during the harvest time was reported, it was found that the necessity of the case, rather than negligence or defiance on the part of the parents, was responsible.

The operation of the Truancy Act is meeting with success. In the majority of cases, where unsatisfactory attendance was reported, a reminder of the requirements of the Truancy Act was all that was necessary to induce parents to have their children attend school regularly. In other cases a "warning notice" had the desired effect. If the inspector, as Truant Officer, could be kept in more vital contact with local conditions, by means of teachers' monthly reports, the attendance of pupils who would be likely to take advantage of circumstances would be satisfactorily regulated. As the result of an extended discussion on the subject of compulsory education with the ratepayers in all parts of the inspectorate, I have come to the conclusion that the consensus of opinion is in favour of the compulsory attendance of children at school, and that there are few ratepayers who are not in sympathy with the enforcement of the Truancy Act.

I have had the pleasure of observing in certain districts, where, for various reasons, the older boys and girls have dropped out of the local school, that these boys and girls enrol in the School of Agriculture at Claresholm. When I have had opportunity to inquire how the requirements of these pupils have been met I have invariably been informed by them of their appreciation of the benefits derived from this source of education. I have been pleased to note that in several instances our teachers were those who directed the attention of such pupils to this centre which meets their requirements so admirably.

The question of consolidation of rural schools is becoming a very live one in this inspectorate. There is a conviction, gradually assuming wider proportions, that the consolidated rural school will, to a large degree, do away with many of the difficulties of our present system, and, at the same time, will give to rural communities the benefits of graded schools and the opportunity for rural pupils to undertake, at least, one or two years' High School work without removing to town or city centres. Though no consolidation of schools has, as yet, been effected, there is every indication that this question will be diligently discussed.

Up to the present time not many School Boards have been seized with the necessity or the desirability of improving their school grounds. In a few instances some tree-planting has been done and some preparation of ground has been made for school gardening, but in the majority of instances there is an alarming reluctance or timidity on the part of School Boards to undertake a progressive policy in the matter of school-ground beautifying. Occasionally an enthusiastic teacher is able to brush aside this indifference and to secure from the School Board some

initial effort in the shape of school-ground preparation. Unfortunately the services of such a teacher may not be of long duration, and the successor may not be so enthusiastic in this particular line of school work. In such cases, generally, the last state of that school ground is worse than the first. The uninterested teacher and the indifferent School Board emphasize the failure of tree planting and school gardening.

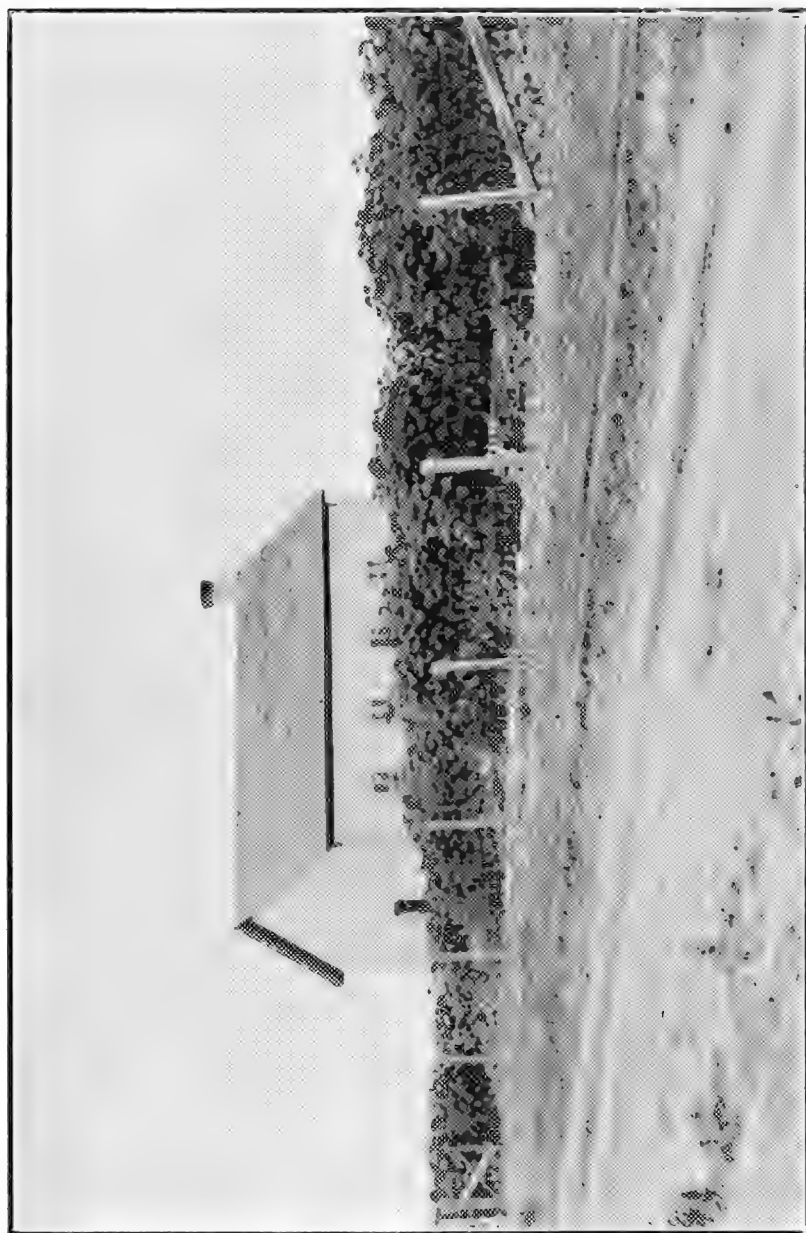
There is not yet unanimity of opinion on the part of our teachers as to their responsibility in the matter of improving school-ground conditions and of cultivating in their children the desire to have beautiful home surroundings. There can be no doubt as to the lack of attention given, not only to our school grounds, our church grounds, our agricultural societies' grounds; but to the grounds and surroundings of the homes in our rural communities. It does not appear to me that we can have that type of home life or social life which is so desirable in a community until attention is given to these matters in some concerted way. To me it seems that the rural teacher, in the capacity of school-room and school-ground beautifier, has a golden opportunity for leadership in the community. Whether or not the viewpoint of the present generation can be materially affected in these important matters by the teaching body, may be an open question; but there surely is a responsibility resting on our teachers to undertake, that the generation following shall have other visions of the fitness of things.

I wish to specially mention Harvey S.D. No. 1597, where Miss Annie Boler, an enthusiastic teacher, and appreciative pupils, under difficult and trying conditions, were very successful in beautifying their school and grounds with a garden yielding a profusion of flowers and a great variety of vegetables.

There has been a marked extension of school libraries, due almost entirely to the efforts of the Library Branch of the Department. The present policy of forwarding books to the school library in lieu of a library money grant to the district, is working out very satisfactorily. Not only are the books placed in the school libraries in due time, but the selection made for the different schools is uniform, while the subject matter of the books meets the ordinary requirements of our schools. As a rule the books issuing from the Department are used by teachers and pupils with acceptance. The junior classes, especially, are delighted to have access to books which are in harmony with their mental powers.

Only three districts had their school affairs administered by the Department, through the medium of an Official Trustee. In all cases the finances were placed on a satisfactory basis. Two districts took over the management of their affairs and elected Boards of Trustees. Since taking this action their affairs have been conducted in a business way. The third district is ready to resume control of its affairs, and will doubtless be allowed to do so in the near future. The Official Trustee is an effective instrument of the Department in awakening into activity the dormant sensibilities of dilatory or negligent School Boards.

There appears to have been comparatively little difficulty in connection with the satisfactory financing of school districts. No aggravated instances of delay in meeting maturing debenture coupons came to my notice. The organization of the Branch having charge of this work appears to be meeting with eminent success. There seems to be a growing disposition on the part of ratepayers to recognize the advisability of conducting their school affairs on business principles, and of securing a secretary-treasurer who brings competency to his office.



WINDBREAK OF SUNFLOWERS, HARVEY SCHOOL DISTRICT

There has been a noticeable advancement in physical training. This part of the school course has received much more attention and has been most beneficial in its results. There is not sufficient attention paid to primary manual work. Very few schools secure sufficient material for teachers to treat this subject effectively, while the very large amount of work occupying the attention of rural teachers prevents them from dealing with it in an efficient way. More attention was given to the supervision of school-ground sports and in directing pupils in organized play. There has been a satisfactory improvement in the teaching of Reading, Primary Arithmetic, Spelling and Writing. Oral and Written Composition require more attention. Grammar, History and Civics, Nature Study and Agriculture, Art are, generally speaking, not well taught. These subjects are dealt with all too frequently in a mechanical way. A more satisfactory attendance has given teachers a better opportunity for doing good work. The quality of work done in the graded schools is, almost without exception, of a high order.

An additional room was added to the Vulcan school, Ferrodale S.D. No. 1902, and a third teacher was placed on the staff. More adequate provision was made for High School work in Stavely S.D. No. 944, which is also operating a three-roomed school. Cayley S.D. No. 1868 secured the services of a second teacher.

There enlisted for overseas service in this inspectorate: R. F. Williams, B.A., Vice-Principal of Okotoks school, with a Reserve Corps in England; G. J. Pullar, Zephyr S.D. No. 2078, with the Third Universities Company; T. P. Whitman, Hobart S.D. No. 1199, with the Canadian Field Artillery; G. A. Patrick, Principal of Okotoks school, with the 56th Battalion, and R. MacQueen, Big Hill S.D. No. 1481, with the 50th Battalion, Army Medical Corps. The response on the part of the teachers to undertake and to assist in duties in their respective communities on behalf of the Red Cross and Patriotic Funds has been very much appreciated.

The Convention of the Calgary and High River teachers was held on October 28th and 29th in Calgary. An excellent programme was provided. General satisfaction was expressed, by the teachers, with the arrangements of the Executive of the Convention.

I have the honour to be, Sir,

Your obedient servant,

JNO. W. RUSSELL,

Inspector of Schools.

REPORT OF H. R. PARKER, B.A.
VERMILION INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on the Vermilion Inspectorate for the year ending December 31st, 1915.

This inspectorate includes two schools in German communities, three in Scandinavian, thirteen in French Canadian, twenty in Ruthenian communities, and one hundred and fourteen districts where English is the predominant language of the settlers.

With four exceptions, all schools established before the beginning of 1915 were in operation at least a portion of the year, or made provision for the education of the resident children by having them conveyed to a neighbouring school. In two of these districts there were no children of school age, one had no school building, and the other was a case of negligence on the part of the School Board.



RUTHENIAN SCHOOL CHILDREN REMOTE FROM A RAILWAY.

In schools in the German and Scandinavian communities good progress has been made in acquiring a knowledge of English. In about half of the schools in Ruthenian communities the progress in English has been poor; this is largely due to the employment of teachers without previous experience and without professional training. With one exception, the attitude of the parents towards education was good; in this case the pro-Austrian sentiment appeared to interfere with the work of the school. In the schools in the French-Canadian districts the work in English has been poor, except in three or four cases. In one school, where the pupils are practically all of French extraction and which has been in operation for about five years, there is a large class preparing

for Grade VIII. examination in 1916. A good proportion of this class should be successful.

During the year forty-nine cases of truancy were investigated and warning notice was served in thirty-nine cases. In two cases children and parents left the district before further action could be taken; two children were found to be attending school outside the district where they resided, while three were found to be physically unfit to attend school. In eight cases parents agreed to send their children on having been personally interviewed. In one case a girl of fourteen years of age was found to have been married, and as she had regular occupation was exempt from the law. In six cases in one district where notices were served in November the children were found to be in attendance when their cases were followed up, but, after a week and a half at school, they again ceased to attend, and before the matter was brought to my attention this school had closed for the year. These cases will be followed up when the school opens for 1916. The most difficult case to deal with was found in Ruryk S.D. No. 2714, where the Trustees persistently refused to employ a teacher. After several trips to this district I advised the appointment of an Official Trustee, and after this action had been taken I immediately employed a teacher. After a few days the ex-chairman organized a boycott of the school and for a whole week no pupils appeared at the school. I spent two days serving warning notices and explaining the Truancy Act to the parents. At the end of this time the children were back at school and attended regularly for the balance of the year.

The Department of Education has done effective work in keeping schools open during a longer term than formerly. There has been a tendency, however, to divert teachers to the older settlements of the Province, where railway and other facilities are better than in the Vermilion Inspectorate. A large number of schools were not opened until students from the various universities were available in May, and the majority of these schools remained closed after the students returned to their studies in October. During the year five school districts were administered by me as Official Trustee, and in one of these cases it was necessary to erect a school building.

Throughout this inspectorate the work of the pupils varies from poor to good. There has been some advance in the teaching of Agriculture, and in more than half the schools there was some sort of school garden. In the great majority of cases the work was not conducted on a scientific basis, but the outlook in this subject is hopeful. Art and Manual Training show a general improvement. In over half the schools Writing has advanced. Work in English Composition is generally of an inferior quality.

A large majority of the teachers in this inspectorate are new to the work and need considerable assistance and advice. So far as possible all schools in charge of inexperienced teachers were visited each term. All districts were visited once and over seventy-five per cent. were visited twice. While the teachers are generally lacking in experience, they are, on the whole, enthusiastic and faithful in their work.

The school buildings throughout this district are generally well lighted and well kept. In many cases the ventilation has been neglected. Very few of the grounds have been fenced or improved, owing to the fact that the Boards are kept busy financing the running of the school and paying debenture instalments. The working equipment is generally more than the minimum requirement.

The Vegreville and Vermilion Inspectorates held a joint convention at Vermilion in October and a profitable programme was provided by Principal McNally, of Camrose Normal School; Dr. Lodge, of the University staff, and local talent. About one hundred teachers were in attendance.

I have the honour to be, Sir,

Your obedient servant,

H. R. PARKER,
Inspector of Schools.

REPORT OF J. J. LEBLANC, B.A.
ONOWAY INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Onoway Inspectorate for the year 1915.

This inspectoral division lies north and west from Edmonton, between the Saskatchewan and Athabasca Rivers, and from points fifteen miles north and west of the Capital embraces all the territory served by the main line of railways to the western boundary of the Province, the branch lines of the C.N.R. to Athabasca and Sangudo, and the E.D. & B.C. to Smith. The few schools along the Lac La Biche Trail from Athabasca are also included in this inspectorate. The extreme western and north-western portion of this area is still very sparsely settled, and the schools are few and widely scattered. The financial depression and curtailment of industrial activities have been acutely felt in densely wooded localities, where the returns from land cultivation are as yet very limited, and the people have had to go away to earn sufficient money to support them while on the farm.

At the end of the year the inspectorate comprised 212 departments, of which fifteen were in graded town or village schools, one hundred eighty-one in old established rural districts, and sixteen new districts organized during the year. Of the newly organized districts three had the school in operation for a term, and six will have the schools erected and ready for occupation at the beginning of 1916. Seventeen schools were not opened during the year. In two of these the Board had made arrangements with an adjoining district to allow their children to attend school. Lack of funds, with no immediate prospects of the taxes being realized, compelled a few districts to close the school until outstanding obligations could be paid and the teacher's salary assured.

Of the total number of teachers inspected during the year, twenty per cent. were the possessors of permits. While the number shows a decrease from last year, a more encouraging feature lies in the fact that the great majority of these provisional teachers hold the required scholarship to be admitted into the Normal School, and invariably intended to qualify permanently. The untrained teachers are regularly found in the short-term schools, where the Board, after employing every available

agency, failed to obtain a qualified person. The remote location of a school district from railway facilities or social centres tends to diminish the number of applications for a vacant position. Many teachers usually apply for a number of vacancies, and the acceptance of the application by a Board of Trustees of a district served by a weekly mail service is generally received after the applicant is already located in another school. School Boards that intended to open their schools between February first and March thirty-first found it very difficult to obtain qualified teachers, and quite a number had to delay operation until the close of the Normal School session.

A regrettable feature even in the vast majority of yearly schools in rural districts is the frequency of change in teachers. Few Boards of Trustees seem to recognize the economical phase as well as the marked advantage to the advancement of the pupils which would follow the employment of a good teacher for as long a period as he or she can be retained. It is very unusual to find a school conducted by the same teacher for a term exceeding a year, while it is not exceptionally rare to note several changes of incumbents in the same term.

The schools erected have been of a very satisfactory character. The new plans of the Department are uniformly accepted and the workmanship is now generally of a very superior type. In several outlying districts, where the amount of assessable land is very limited and the revenue therefrom urgently needed for operation, structures of hewn logs were built. At a more favourable time these buildings with shingle roof, evenly hewed walls and lumber gable ends, can be sided and given the appearance of a regular frame school-house. The debenture issue in such cases has not exceeded eight hundred dollars. Legal School District erected a modern two-roomed frame building in the village and during the second term employed two teachers. At Lovett, a mining settlement in the foot-hills of the Rockies, a temporary school was established. As this property is located on Crown land, the owners, the Canadian Coal and Coke Co., Edmonton, had to bear the major cost of operation, and in view of the urgent demand for school facilities, gave the use of a building until a permanent structure could be put up. A word of commendation is due the company for the earnest co-operation and good-will manifested towards the official who established the school, and the loan advanced the district until an assessment could be made and a tax levied.

The greater number of school districts have limited the area of the school grounds to two acres, and only several have adopted the Department's recommendation to acquire four acres. The majority are fenced and many have been ploughed and seeded, but during the year, owing to the application of all the available revenue towards operation, very little attempt towards beautifying the school surroundings was noted. Dug wells are common, but invariably the quantity of water used is not sufficient to prevent stagnation and it soon becomes unfit for drinking purposes. Under the impression that a well on the school grounds is demanded by law, some Boards have burdened a district with this utility when an economical and satisfactory arrangement could have been effected with the nearest neighbour to furnish the water supply. Generally the buildings are painted and kept in good repair. In a great many districts the class-room is rarely scrubbed, while in a vast number of schools very little has been done to make the room bright and attractive.

The equipment is generally very complete and satisfactory, and since the Department has undertaken to supervise the quality and quantity

purchased by new and inexperienced Boards, material saving has been effected to many districts. Single desks predominate. Modern hot-air heating systems have been installed in a number of schools during the year, but the high price demanded has prevented the installation of the improved system in many newly erected districts. The blackboard area has been increased so that the average space would now be fully a hundred square feet. The library volumes furnished by the Department are now found in all schools where a grant has been earned, and generally a suitable book-case has been provided and an accurate list is maintained. A vast improvement is noted in the classification of the books, which formerly were often wholly unsuited to the grades in attendance, and consequently the library was very little patronized.

The general progress in the yearly schools is very commendable, a marked contrast to the slow advancement noted in the short term schools, where a portion of the time must be spent in review of work more or less forgotten during the holiday period. Financial depression and the war account for a large exodus of ratepayers, and the term of operation in many instances has consequently been curtailed. From the supervision which I have been able to maintain, there is no doubt but that all honest efforts have been made to operate school at the request of the Department, but in several cases revenue has been insufficient to warrant a term of school. In two cases an Official Trustee had to be appointed to provide school facilities, but a general indifference to look after the obligations of the district affairs was responsible. In all the well-established districts the regulation of the Department regarding compulsory operation has been observed.

The actual teaching deserves favourable comment. Reading is progressing favourably in the schools and particularly in the primary grades, uniformity of method and breadth of presentation account for very appreciative results. In the advanced elementary grades some teachers still attempt to cover too great a volume of subject matter, instead of intensive study of the best selections. In Spelling, drill on common words shows satisfactory results. In schools where the supply of writing material has assured continuity of work the results in the Barnes System of Writing are encouraging. Teaching of Geography, inasmuch as it relates to "Home Geography" as a basis for the intelligent study of "World Geography," is not sufficiently emphasized by many teachers, yet the steady elimination of mere text memorization is a greatly improved step in the actual presentation of this subject. Local History is not given sufficient prominence. Grammar, Composition and Hygiene are receiving attention. Physical Culture, in the few schools where it has been introduced, is ably taught, and has enlisted the enthusiastic co-operation of the pupils.

During the year sixteen days were spent in investigation work under instructions from the Department. This phase of the inspection work was chiefly confined to investigation of charges against the conduct of the administration in a district, complaints against a teacher, application of a parent for transfer from one district to another, failure to operate a school, or cases of truancy, which necessitated a visit to the particular locality, and subsequently a complete report to the Department.

The writer was Official Trustee in ten districts during 1915. The creation of the Westlock School District and the re-organization of the Clyde School District necessitated alterations in the boundaries of Wabash, Edison and Dungannon School Districts, and an Official Trustee was named so that no irregularity might develop in the first meeting of

each of these localities to elect Trustees and also to avoid any misunderstanding which might devolve from the execution of these changes. In the Empyrean and Flat Creek School Districts the strained financial conditions necessitated the retention of an Official Trustee to continue the administration from the preceding year. In the Lovett School District, due to the fact that the only assessable land was owned by the company, an Official Trustee was appointed to open the school and complete an assessment roll. The Board of the Sparta School District had failed to meet matured obligations of the district, even after the Department had repeatedly reminded them of their neglect of duty, and finally an Official Trustee was appointed to redeem two debenture coupons long over-due and establish the financial standing, so that a school might be operated. The Board majority of the Muir School District persisted in ignoring certain provisions of the Ordinance and on the receipt of a largely signed petition from ratepayers of the district, and after investigation of the situation, an Official Trustee was appointed to re-establish affairs on a legal basis. It may be noted that every effort was made to place the powers of administration into the hands of elected representatives of the ratepayers as soon as the contraventions had been corrected and the financial status improved.

Altogether fifteen notices were sent to parents who neglected to send their children to school, as provided by the Truancy Act. In each case a warning was sufficient notification to bring the parent to a realization of his duty. Although no difficulty was met in bringing any particular delinquent back to school, owing to the extent of territory to be covered and the numerous duties devolving from inspection work, I regret that it was not possible to follow each particular case as closely as the interest of the children would demand. Some parents have not yet grasped the significance and full purport of the Truancy Act, with the result that their desire to escape prosecution under the Act is to them a greater consideration than the benefit to be derived by their children from the regularity of attendance which the Act contemplates. However, the Act has been very beneficial in bringing up the average of attendance in many schools, and even in this inspectorate, where many excuses and reasons for non-attendance could be advanced, the number of cases demanding special attention has been comparatively few.

A joint convention of the Edmonton, Wetaskiwin, Tofield and Onoway Inspectorates was held in Edmonton on November 4th and 5th, 1915. The attendance from the inspectorate was very creditable.

I have the honour to be, Sir,

Your obedient servant,

JULIEN J. LEBLANC,

Inspector of Schools.

REPORT OF F. G. BUCHANAN, B.A.
HANNA INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Hanna Inspectorate for the year ending December 31st, 1915.

The Hanna Inspectorate follows the Calgary-Saskatoon Branch of the Canadian Northern Railroad for a distance of 135 miles from the village of Drumheller on the west to the Alberta-Saskatchewan boundary. It extends through 21 ranges with a varying width of from 30 to 60 miles.

The inspectorate comprises 190 school districts, 17 of which were erected this year. All of these with the exception of 5 are rural. At the present time the western part of the inspectorate is nearly all included in school districts, but in the eastern part and especially north of the Red Deer River large tracts are still unorganized. These parts, however, are settled, and in many parts the need and desire for educational advantages are evident, and many new districts will be organized during the coming year.

There are 28 districts in which no school buildings have been built. In 7 of these agreements have been made with the School Boards of adjoining districts whereby the children may receive educational instruction in the neighbouring school. This arrangement has been found mutually advantageous from a financial standpoint to the contracting districts, and in most cases, I believe, from an educational standpoint better progress is made by all the children in attendance. While a few of the remaining 21 districts plan to build schools during the coming year, and in some others, owing to the very small number of pupils at present in the districts, it would be inadvisable to expend the money required to build, equip and operate a school, yet there are a few districts where the Trustees should be compelled to make provision for the education of the children of school age residing in these districts.

Many of the districts that in the past years have operated their schools for six months or less have increased their terms to eight, nine and ten months during this year. The difficulty of securing teachers in this inspectorate, while unavoidable, has been a serious one and has prevented a considerable number of schools from operating as long as the Trustees desired. North of the Red Deer River, where the schools are from fifteen to thirty miles from the railroad, School Boards have found it impossible to obtain qualified teachers at all, and in most cases permit teachers have eventually been engaged. Generally speaking the Trustees and ratepayers of the school districts of this inspectorate desire that their schools shall operate for the entire school year, but there are a number of districts which seem determined to evade the law and have been successful in so doing. On the Trustees of such districts greater pressure might be brought to bear for the sake of the children that are being deprived of an education.

With respect to the enforcement of the compulsory school attendance law, the fact that the large number of districts in the inspectorate necessitates short and infrequent visits, and the further fact that frequent

changes of teachers results in delay in receiving information regarding non-attendance interferes somewhat with the most effective work. In addition to a considerable number of letters and visits to parents who were persuaded to send their children to school without further steps being taken, sixteen "warning notices" were served and one prosecution conducted. In the majority of the districts, where the attendance was not satisfactory, letters from the Chief Probation Officer have resulted in greater regularity and frequently in the attendance of children who have never been in school before or who have been kept at home for months during each year. In many districts the attendance is still unsatisfactory.

No consolidated districts have yet been organized in this inspectorate. In three localities having villages as centres some interest is being manifested in this type of school, but the fears of increased taxation and its unequal apportionment are great obstacles to the formation of such districts.

Almost all of the districts were visited while the schools were in operation. With very few exceptions teachers were found doing conscientious, interested and intelligent work. Where qualified teachers were in charge the progress of the lower grades was generally satisfactory. The methods of teaching Civics, History and Geography in many cases could be improved. Writing appears to be receiving increased attention, but Physical Culture and Art are entirely neglected in many rural schools. In about twelve districts school gardening was receiving attention. Considerable credit is due to those interested teachers in ungraded schools who, in spite of the difficulties involved through lack of time and equipment, are teaching the work of Grades IX., X. and occasionally XI. to students who would otherwise in all probability end their school days with the completion of the Grade VIII. course. Teachers would do more successful work in their schools and would exert greater influence in the communities if they remained for longer terms in districts. At the present time in this inspectorate there are few instances where teachers have remained in the same district for a longer time than one year. An improvement in this respect should result from the operation of all schools for the entire year.

The great majority of School Boards throughout this inspectorate show an interest in the work of their schools and are willing to make improvements and expenditures that will enable the most effective work to be done.

The second Annual Convention of the teachers of the Hanna Inspectorate was held in Hanna on October 21st and 22nd. The attendance was very good. The subjects taken by the teachers were well presented and discussed. Dr. A. M. Scott, Superintendent of the Calgary Schools; Mr. C. Sansom, of the staff of the Camrose Normal School, and Mr. M. E. LaZerte, Inspector of Schools from Bassano, gave very interesting and helpful addresses.

I have the honour to be, Sir,

Your obedient servant,

F. G. BUCHANAN,

Inspector of Schools.

REPORT OF WALTER SCOTT, B.A.
HARDISTY INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Hardisty Inspectorate for the year 1915.

For the greater part of the first four months of the year I was working in connection with the Normal School at Camrose, assisting Mr. J. A. Smith with the special class of British and American teachers and the staff with the regular work of the school. I took British and Canadian History, Methods in Mathematics and Philosophy of Education. The work in the Normal was of very great benefit to me in my regular work. It gave me an insight into the difficulties of the teachers of the Normal School and thus I will be able to supplement their work better when the graduates come out into the schools. It revealed to me, too, the very great need of constant co-operation between the inspectors of schools and the teachers in the Normal Schools.

Owing to the unusually wet spring and summer, work in the rural schools was difficult. The fine fall, however, enabled me to inspect practically all the schools and many of them a second time. Practically all the schools had teachers after the 1st of May. As a rule the teachers had first or second class certificates. During the year I recommended the issuing of one permit; the Department issued several others, but the number of permit teachers was the smallest that it has been for any year.

There are 132 rural schools in the inspectorate. Of these, 76 were in operation the whole year, and with a few exceptions all the rest were in operation from May 1st until the end of the year. The number of yearly schools increased largely over that of the previous year and the term of operation in the other schools was very much longer. There has been a tendency for several years for the schools in this inspectorate to become yearly schools, but the tendency has been very much accelerated by the energetic work of the Department.

A steady effort has been made through the year to increase and improve the attendance, particularly in the rural schools. The Chief Truancy Officer has been particularly active in this respect. As a result the enrolment is larger, probably by 5 per cent. Many children who would otherwise have been out of school have attended. The percentage of attendance is also better, but there is room for improvement still. Some localities take a pride in sending their children regularly; others are quite indifferent.

In every case before serving the usual "warning notice" I have called on the parents to learn conditions first hand. In about 50 per cent. of the cases I have found parents excusable for the non-attendance of their children. Extreme poverty and sickness account for much of the non-attendance, just as indifference on the part of parents accounts for much of the irregular attendance. In many cases children have been kept home to work by parents who can afford to hire help. In these cases I have served the usual notice but have not had to prosecute. The Chief Truancy Officer has had several prosecutions, for the most part

among the Galicians north of Daysland. The teachers among these people report that there was very great improvement for a short time after prosecution, but as yet there is little permanent improvement.

There has been a marked change in the teaching of Physical Training. In previous years it has been difficult to get three schools at all entitled to receive the prizes awarded under the Strathcona Trust. In 1915 a majority of the schools were doing satisfactory or fairly satisfactory work. The graduates of the Normal Schools do good work in this branch of school activities.

Last year I was able to report very great general improvement in the rural schools. That improvement has been continued through the year. The number of children in Grades VII. and VIII. has increased, indicating that the older children are attending much better than in former years. A number of rural schools sent up candidates to write on Grade VIII. examination, and a good proportion of these were successful.



PUBLIC SCHOOL, PROVOST, FINISHED DECEMBER, 1915

The regular subjects of the school course have been efficiently taught, but there is little to report in regard to them. There has, however, been very marked improvement in the teaching of Agriculture during the year. This improvement has not taken place in all the schools, but perhaps half of them have responded to the influence of the Summer School for Teachers. The school garden in Battle Bend S.D. was very fine and attracted the attention of the locality. The teacher, Miss Ruperta Berry, deserves much credit, as do the trustees of Battle Bend. A few of the other schools deserving of mention are Sedgewick, Clansman, Cadogan, Willow Hollow, Daysland, Greenock and Coal Valley.

Lougheed built a fine four-roomed school during the year. Provost also completed a very similar four-roomed school. In the rural part of the inspectorate schools were built in Choice S.D. and in Opal S.D.

Many school yards have been fenced and there is a tendency to build a more substantial fence than in former years.

The seventh annual convention was held at Sedgewick on October 21 and 22, Mr. R. Henderson being president. Mr. H. H. MacIntyre, of the Vermilion School of Agriculture, gave an excellent address on Animal Life in Alberta,—Its Relation to Agriculture. Miss Burnett gave a splendid address on primary work and Principal McNally, of the Camrose Normal School, dealt with the problems being forced on the profession by the war. Other addresses were given by the teachers. The attendance was the largest that we have had since the inspectorate was organized. Forty dollars was voted for the teachers' library.

I have the honour to be, Sir,

Your obedient servant,

WALTER SCOTT,

Inspector of Schools.

REPORT OF J. A. MACGREGOR, B.A.
TOFIELD INSPECTORATE (First Term).

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration my report on the Tofield Inspectorate for the first five months of the year 1915. On the twenty-fourth of May I left Tofield to accept a position on the Headquarters Staff, M.D. 13, my services having been accepted by the military authorities.

During this period I made seventy-five inspections, and I am pleased to be able to report that the improvement mentioned last year is being continued throughout the inspectorate.

In the month of February I handed the administration of the affairs of the Giles S.D. No. 2429 over to a local Board. I was the Official Trustee of this district for over a year, the reason for my appointment being that there were two factions in the district with very different views regarding the location of the school. During my tenure of office the boundaries of the district were altered, the school moved to the centre, and I believe things are now running harmoniously.

Another district was threatened with suit by the debenture holders and the Trustees were unable to collect sufficient outstanding taxes to retire the overdue debenture coupons. I was appointed Official Trustee and within two months sufficient taxes were collected to take up the outstanding coupons, the school was put in operation and the management of the district again handed over to a local Board.

Generally speaking, debenture coupons have been met promptly, and since the formation of a debenture branch in the Department it is now the exception to find a district allowing an obligation to become overdue.

The number of permit teachers is gradually becoming less, and in this inspectorate it is only on rare occasions that a school is found in charge of an unqualified teacher.

I have the honour to be, Sir,

Your obedient servant,

J. A. MACGREGOR,

Inspector of Schools.

REPORT OF W. A. STICKLE, B.A.
TOFIELD INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on the Tofield Inspectorate for the fall term of the year 1915.

This inspectorate includes about 96 townships, comprising a rectangular block between Ranges 16 and 23, west of the Fourth Meridian, and between Townships 43 and 54, together with an irregular strip 15 to 20 miles wide along the main line of the G.T.P., from this block to the eastern boundary of the Province. In this territory there are 157 rural districts and 27 graded departments, making a total of 184 departments. I visited 75 rural districts and 15 town or village departments during the term and found 17 closed, 7 not having been in operation at all during the year.



PRYOR SCHOOL GARDEN, AUTUMN, 1914

Of the teachers in these schools, 11 held first class certificates, 50 held second class certificates, 7 held third class certificates, 5 held permits, while 2 had no recognized standing. Fourteen per cent. of the teachers had been in their present positions for a year, 23 per cent. were on their second term, while 63 per cent. were on their first term. The frequent change of teachers is one of the greatest drawbacks in our schools.

The buildings, as a rule, are rather better than might be expected in a new country. Many of them, though, are poorly built, and so are very cold in winter, while the provision for ventilation is generally quite inadequate. In some few cases the lighting was found to be bad, and suggestions were offered for improving it. Most of the trouble in this direction came from imperfect plans or unsuitable blinds. The plans being

prepared by the Department and the excellent suggestions sent out from time to time will prevent similar mistakes in the future. In this connection it might be well to warn Trustees against building an unreasonably small school-house. A good heating and ventilating plant, and single desks, take up a good deal of room. Then, too, in this new country a large increase in school population may take place in any year. In two or three of the districts visited I found the class-rooms much too small for present requirements, with a prospect of increased attendance.

The equipment is generally fairly complete, but is too often in a dirty or dilapidated condition. Many teachers do not appreciate the value of the apparatus, and do not realize the many uses that can be made of a single article. I found several schools in possession of large, expensive cases of maps, many of which were out of date, and most of which were rarely seen by the pupils; indeed, sometimes, even the teacher did not know what maps were in the cases. While equipment should be properly cared for, it is probable that the ordinary map will last as long as it is reliable, if spread out upon the wall where the pupils can see it and absorb much useful information informally at odd times and during stormy recesses.

There is, as yet, a sad neglect of school grounds. Most of the Trustees have been content with simply fencing the property, while some have not even gone that far. Too often the surface is brushy, weedy, stony or rough, and totally unsuitable for games. A few sites, however, show the result of a community spirit. The whole surface has been plowed and levelled; trees have been planted or natural shrubs trimmed up; grass seed has been sown and cared for, and the whole surroundings are a credit to the district. Generally this can be traced to the influence of a single person, sometimes the teacher, sometimes an interested ratepayer. This is a challenge to every teacher, for if it can be done in one district it can be accomplished in others. If the teacher has the confidence of the people and has shown a deep interest in the welfare of the pupils, she can organize a "school-grounds day," enlisting the co-operation of the rate-payers in improving the conditions of grounds and buildings.

I found very few schools where any attempt was being made to organize the play. At intermission the pupils are generally left to their own devices, and, knowing few interesting games, indulge in silly talk or mere rough and tumble. Play can be made a great educational factor in the hands of a wise director, and it would seem that the time is ripe to recognize this in the training of our teachers. Indications are not lacking to warn us that the spirit of wholesome play is being lost, and that its place is being taken by a morbid desire to be merely amused. In one rural school, however, the lady teacher, an honour graduate, taught the children games and played with them. In another school a system of monitors was in vogue, and one of the officers' duties was to teach the younger pupils to play organized games. Both plans were highly successful.

Most districts are coming to see the advantage of conducting a yearly school. The attendance is sometimes low during the cold periods in January and February, but not more so than in July when classes are held in that month. Besides, in many districts there are young people from 16-20 years of age who cannot attend school in summer, but are glad to do so in winter. A number of the districts now have good stables, so that the children can drive to school in rough weather. In one place I found stable room for 16 horses.

The administration of the Truancy Act is having a most beneficial effect on the attendance. In many schools there was an attendance of 80-90 per cent. for the term, where the previous year the attendance had been only 60-80 per cent. If attendance reports were sent to the inspector monthly by the teachers, cases of irregularity could be dealt with more promptly, and even better results would probably be gained. I found that a letter to the parents involved generally led to improved attendance. In only one case was it necessary to send a "Truancy Notice," and prosecution was not necessary in that case.

The question of finance is a critical one in many districts. Occasionally considerable land is vacated in a poor district, leaving too small an area of assessable land to supply adequate funds for the needs of the district. At other times, the levying of too low a rate from year to year has led to the accumulation of a deficit which has eventually tied up the finances of the district, but the greatest cause of financial stringency is laxity in the collection of taxes. The arrears in some districts would



NEW PUBLIC SCHOOL, VIKING

run the school for a year or more. The success attending the collection of taxes by some municipalities leads to the hope that the solution of the problem of tax collection has been found. The debenture coupons of districts in this inspectorate have generally been taken up promptly, and treasurers are finding that this promptness is beneficially affecting their short term credit at the banks.

I have performed the duties of Official Trustee in three districts. In one case there are not enough ratepayers eligible for trusteeship to form a Board; in another all the trustees resigned on account of what they considered unfair criticism; while in the third a neighbourhood quarrel had caused a deadlock in the Board. I was able to straighten up matters in two of the districts and had new trustees elected at their annual meetings. In both these cases I undertook the collection of arrears of taxes with excellent results.

There are no consolidated schools in this inspectorate as yet, but negotiations are in progress in one locality and several others are considering the matter informally.

During the year several teachers enlisted, principally in the University Companies. It seems unfortunate that any cause should arise to deplete the ranks of our male teachers, who are all too few at best.

The majority of the teachers are becoming reasonably familiar with the Course of Study and are teaching most of the subjects effectively. The results in Writing, Composition and History, however, are far from satisfactory in many schools. In these subjects there is frequently a lack of definiteness, system and continuity in both matter and method, so that the pupils' progress is slow and their attainments very meagre. Several schools attempted to make school gardens. A few had fair success, but the majority failed. Several causes contributed to these failures, the chief being change of teachers, depredations of animals, and the difficulty of protecting and caring for the garden during the summer vacation in districts where there are no people living near the school. So common and so difficult of removal are these drawbacks that I would beg to suggest a possible remedy, viz., the use of a small demonstration garden at the school and individual pupils' gardens at the homes. Most of the work in the demonstration garden would be done properly by the teacher in the course of her teaching, while pupils would apply the principles learned in the construction of gardens at home. A school fair in the fall would keep up the interest throughout the season. One of the great benefits of this plan is the extension of the instruction to include older members of the families in the homes. The teacher might also secure from the government farms seed for use in the school garden and in the pupils' gardens, thus carrying the benefits of these latter institutions into many districts that would not otherwise be reached. Unless instructors catch the spirit of Nature Study and Agriculture, the benefit derived from study of these subjects is very problematical. In my opinion the chief aim in teaching Nature Study and Agriculture in the public school is not to impart *knowledge about* Nature and Agriculture, but rather to develop an appreciative *attitude toward* Nature and rural life.

I have the honour to be, Sir,

Your obedient servant,

W. A. STICKLE,

Inspector of Schools.

REPORT OF P. H. THIBAudeau, B.A.
STETTLEr INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on the condition of education in the Stettler Inspectorate for the year 1915.

This inspectorate, roughly speaking, is comprised within a radius of about thirty-five miles of the town of Stettler; from Tees on the west to Halkirk on the east, and from Edberg on the north to township thirty-four on the south. It contains one hundred and twenty-one rural school districts and twenty-two urban departments. No new districts or departments were added during the year.

In three important lines the past year has seen great improvements; the regularity of attendance, the lengthening of the school year, and the lessening of the number of "permits" or provisional certificates.

During the past year I instituted only two prosecutions under the Truancy Act, both successful; but sent out thirty-two "Warning Notices." As, in each case, I had the teacher report monthly on the attendance of the children after sending these notices, I know that the warning had the desired effect.

For the operation of schools the past year was easily the best I have yet had. In only three districts were schools not opened at all. In one the school-house was not built; in the other two the children were, by arrangement, educated in adjoining districts. Two others operated only six months each, owing to financial difficulties. A few others operated eight months, some nine, but fully eighty per cent. operated the full year.

During the first term only four permits were issued in my inspectorate; during the second, five. This is certainly a very satisfactory condition. I thought 1914, with only twelve for the fall term, was a splendid showing, as many previous years the number ran from thirty to forty.

The new system inaugurated by the Department of giving books in lieu of cash as a library grant is providing libraries of about four times the value per year to the children that the old system did, for under it many trashy books were purchased, the primary grades were overlooked, and the books were too costly for the binding. Better records should be kept of the volumes in the library. In fact many teachers are very indifferent about school records, their neatness, accuracy or filing.

In the methods of teaching the various subjects I see little change, but the general standing of the various classes has considerably improved in those schools where the period of operation has been increased. Much of the primary reading is too low, being little better than whispering. Many teachers are responsible for it being staccato, because they point to each word in succession as the pupils read from the blackboard. This prevents a natural grouping of the words into phrases and clauses. In Civics, a comparatively new subject on the curriculum, I see the great need of teachers starting at home. To this end each teacher should certainly get a copy of the Act governing the municipality in which she

is teaching, whether town, village, rural municipality or local improvement district. As I find many cases of children living in school districts while the teacher knows nothing of them, I am now sending a five-mile plot to each teacher in the inspectorate and requiring it returned with all the information thereon asked. This is where Civics, Geography and the enforcement of the Truancy Act overlap nicely.

School gardening made a splendid stride during the past year. The great difficulty is to see many of these at their best during the month of June. The two best that I saw were Wall Lake, Miss Williams, teacher, and Fritzhill, in charge of Miss Vernal. There may have been many others as good.

Many of my schools have installed good heating and ventilating stoves, but in two cases these were placed in one of the front corners of



HAPPY VALLEY SCHOOL, PEACE RIVER.

the room. This is most objectionable, as it renders useless from a quarter to a third of the blackboard space and draws the cold air entering at the door across the room, thus chilling the children's feet.

The third annual convention of the inspectorate was held in Stettler on the 7th and 8th of October. The teachers pronounced it the best yet held. The attendance was seventy-four. The discussions were very keen and profitable, especially on the subject of Penmanship, muscular movement. Miss E. M. Burnett, of the Camrose Normal School, gave us a splendid paper on Primary Reading, and Mr. G. H. Hutton, Director of the Experimental Farm, Lacombe, one on Agriculture, including weeds and school gardens. The eagerness with which teachers sought information on the last topic showed the rising interest taken in that subject.

Many rural School Boards are rising to the idea that the cities should not get all the good teachers, that rural children are as deserving as the urban of our best education. To this end they are paying commendable salaries,—many are paying \$840.00; one \$900.00, and one \$1,200.00. This last, we think, is a record for a purely rural and agricultural community.

The past year saw the organization of my first consolidated school, that at Alix, being No. 12 for the Province.

I have the honour to be, Sir,

Your obedient servant,

P. H. THIBAudeau,

Inspector of Schools.

REPORT OF M. O. NELSON, B.A.
WETASKIWIN INSPECTORATE

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Wetaskiwin Inspectorate for the year 1915.

The boundaries of this inspectorate have remained practically unchanged since my last report. It now comprises thirty-two graded and one hundred and thirty-two ungraded departments. During the year the following new districts have been erected, viz: Rapid Creek, Buck Lake and Mound Red. A second department has been opened at Rimbey, in the Kansas Ridge School District. This room will be devoted to High School work, an unused cottage being rented for the purpose.

New rural schools of a satisfactory type have been built at Bulyea, Fertile Forest, Fletcher, Big Hay Lake and Fuller. The two first named schools are especially attractive in appearance and are well equipped. All are frame buildings. The Ponoka School Board has also found it necessary to build a one-roomed school to provide for the increased school population. This building is also very satisfactory.

Official trustee work has formed an important item in the year's programme. In January I held annual ratepayers' meetings at Busenius and Willow Creek. New School Boards were duly elected in each case, and the affairs of the district placed in their hands, the finances having been put in good shape for them. I was also made official trustee of Beaumont S. D. in the fall of 1914. The reason the Department was forced to take this step was that the School Board persisted in engaging an unqualified teacher. I took charge for the balance of the term, engaged a qualified teacher, and kept the school in operation. In January the regular annual meeting was held, and a new School Board duly elected.

In March I was appointed official trustee of Richmond S. D., the school trustees having all resigned, leaving the finances badly tangled up. I have also had charge of Waldheim, Fisherton and Dnister districts this year. It may take some little time to straighten out the finances of Fisherton S. D., but the finances of the other three will soon be in a very satisfactory condition.

All the schools in the inspectorate have been visited once, and seventy-two per cent. of the rural districts visited twice during the year.

In regard to the character of the teaching I may say that there is, generally speaking, a noticeable improvement in proportion to the supply of qualified teachers. It is especially gratifying that the supply of such teachers shows a tendency to increase; although, during the fall term, there has been an unusual scarcity owing to the fact that many have enlisted for overseas service. Several of my schools were unable to secure teachers for the second term, even permit teachers being unavailable. There have been only eight permit teachers employed in the Wefaskiwin Inspectorate this year.



HILLSIDE SCHOOL No. 702

Of all the subjects of study I find that Composition is handled least satisfactorily. The chief reason for this seems to be that the majority of teachers do not appear to realize its relative importance. In working out a time distribution schedule, preparatory to drafting a workable timetable, it seems the usual thing to almost leave this subject out of consideration. "Oh, I crowd Composition in twice a week if I have time," said one teacher when questioned in this regard. In another case I took occasion to examine a teacher's time-table rather carefully with a view to discovering whether or not her school time was wisely proportioned among the various subjects. In this case I remember that in Grade VI. over four hundred minutes per week were spent on Arithmetic and only thirty minutes on Composition; surely a poor distribution of time.

Then, too, children are often given long stories to reproduce. In doing this they become careless as to language and structure, particularly if the stories are long or uninteresting, until probably more harm than

good is done, especially as I am convinced that the child's effort is, in a great many cases, not examined. "I hate Composition," one boy said to me on the occasion of my visit to the school he was attending. Yet this child seemed bright enough in other branches. I have been, during the year, calling the attention of teachers to the importance of this branch of the English Course, and urging that it be taken up more earnestly.

Agriculture and real Nature Study are being handled in a much more satisfactory way than formerly. The larger development of the practical side of the two branches is directly traceable to the influence of the Summer School for Teachers. Rural school gardens of a satisfactory character were begun and cultivated this year in Coal Lake, Star, New Berlin, Bear's Hill, Battle Lake, Hillside, Ross Hill, Dowling, Brooks, Lucas, Beaumont, West Union, Falun, Halicz, Wonce, Climax and other districts. In the districts mentioned in former reports, under school gardens, the work was again successfully carried on. In connection with town schools very creditable gardens were cultivated in Ponoka and in the city of Wetaskiwin. The former was conducted by Mr. William Jones, and the latter by E. B. Asselstine, B. A., both of whom have taken



FLOWER GARDEN AT HILLSIDE, NO. 702

the Summer School course. Not the least gratifying result of the work at the Summer School is the new attitude toward Agriculture and Nature Study on the part of these teachers who have attended. The new textbook on Agriculture is also helpful.

Wide-awake teachers derive valuable assistance in primary work from the Primary Manual issued by the Department. The Manual on the reading lessons is also the subject of praise.

Very beneficial results are following the vigorous enforcement of the Truancy Act by the Department. In some cases I have sent warning notices, but in most cases I have found it expedient to notify the Department at once of any flagrant violations of the Act, and have the notices to the offenders come direct from the Department, more particularly in cases where any special circumstances may have arisen. By thus keeping in close touch with the Truancy Branch it has been possible to materially increase the percentage of attendance in the rural schools throughout the inspectorate. Especially is this improvement marked in districts formerly

very careless in this respect. The occasional judicious prosecution of a wilful offender by the Chief Truancy Officer, and the publicity given to the same, is teaching the people that the Department is in earnest about this matter, and that the warning notices are not to be disregarded.

The endeavor of the Department to encourage short term schools to operate for a longer period is also meeting with a fair degree of success in this inspectorate. Out of a total of one hundred and twenty-nine rural schools at least eighty-seven were in operation for the entire year, nine of these becoming yearly schools for the first time this year. Six more schools would have been in operation for the whole year had they been able to secure teachers earlier in the fall term. These may really be classed as yearly schools. Seventeen districts had school for periods ranging from eight to nine months. Seven of these increased from a shorter term this year. There would appear to be a growing tendency on the part of the public for yearly schools, but in a good many districts financial difficulties still prevent this. These difficulties are common to most sparsely settled communities, differing only in degree. But with the general willingness of the people for longer periods of school operation and the increase of settlement that must inevitably come, it can readily be seen that the yearly school will eventually become an established fact in all but a few districts.

On Nov. 4th and 5th a joint convention of the teachers of the Edmonton, Tofield, Onoway and Wetaskiwin Inspectorates was held in Edmonton. The sessions were largely attended and were both interesting and profitable.

Before closing this report I wish to refer to the spirit of loyalty shown by the majority of teachers in my schools. A number of young men have this year gone to fight for King and Country; proving that the teaching profession is second to none in responding to duty's call.

I have the honour to be, Sir,

Your obedient servant,

M. O. NELSON,

Inspector of Schools.

REPORT OF W. J. McLEAN, B.A.
CORONATION INSPECTORATE

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Coronation Inspectorate for the year 1915.

It is a pleasure to report that notwithstanding the general feeling of unrest, due to the trying times, the education of the children is going on satisfactorily.

During the year there were in operation ninety-eight ungraded and nine graded departments. Some ten or twelve schools which had been closed the greater part of last year were open much of this year. The difficulty in getting qualified teachers has been the chief cause of the non-operation of schools, and now there is an effort being put forth to have

the more advanced pupils in the schools throughout the inspectorate qualify for teachers in order to aid in supplying the rapidly growing demand. This year five new schools were built and placed in charge of teachers. These buildings are of a much better type and construction than those erected some years ago. This is due to the fact that buildings of a required standard are necessary to satisfy the Provincial Architect, and buildings of an inferior type will not be accepted from a contractor. It is interesting to note that these better buildings are being secured at about two-thirds the cost of the former inferior ones.

It has been the aim of the Department of Education to have schools in operation for the full year, and to have the summer vacation fall between June 30 and September 1. In this inspectorate the objective has been only partly reached, but with a growing population and an increasing prosperity the short term school is growing in disfavor. Owing to a sparse settlement and a scarcity of funds in some districts there has been a desire to hold school for only a part of the year, but in these cases the yearly school is considered of much greater value, especially by those who have children to attend. In special cases where the children are small and have a considerable distance to go, the trustees obtain the consent of the Department to have the school closed during the winter months and to have the summer vacation correspondingly shortened.

Another phase of school work quite as important as the operation of a school is the maintenance of a satisfactory attendance. The Truancy Act and the Truancy Branch of the Department make it much easier for the inspectors as truant officers to have children attend school regularly than was formerly the case. I have found it necessary to send some fifty warning notices to negligent and indifferent parents and guardians. In nearly all these instances one or two notices sufficed to materially improve the attendance. In two cases it was found necessary to bring the offenders before a justice of the peace, and in both instances a fine was imposed, and this had the desired effect. It is well to use discretion in prosecuting, and to give ample warning, but at the same time not to be too lenient while the school period of the child is rapidly passing.

The attendance is, considering the fact that the country is new and the people anxious to have all work at home-making, remarkably good. Several rural schools have averaged ninety per cent. for the term, and the average for the inspectorate is over seventy-five per cent. A number of schools have, however, fallen considerably below this average, and these will require special attention.

The majority of the schools in the inspectorate are furnished with libraries. I have a list of new schools not yet so equipped, which I am sending to the Library Branch.

The work of the teachers has, generally speaking, been quite satisfactory, and I find the teachers educated and trained in the Province are quite equal to the more experienced teachers from other parts. Those who have attended the Summer School are better teachers of Nature Study, Agriculture and Drawing, than those who have not taken the course.

I have the honour to be, Sir,

Your obedient servant,

W. J. McLEAN,

Inspector of Schools.

REPORT OF J. E. HODGSON, B. A.
MACLEOD INSPECTORATE

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honour to submit for your consideration the following report of the Macleod Inspectorate for the year 1915.

In August of this year the Department did me the honour of nominating me to take up the work of Inspector Sansom, B.A., who had been appointed to the staff of the Camrose Normal School, but the brief period since my appointment was not sufficient to enable me to cover more than the schools of the northern and central portions of the inspectorate.

There has been marked improvement during the year 1914 in the financial condition of all parts of the inspectorate. The prairie districts have been favored with an exceptionally abundant harvest, due to favorable climatic conditions and improved methods of tillage. On every hand also there are evidences of increasing attention to mixed farming and of permanency in the homes and buildings of the rural communities. The success of this year has already reflected itself in the improved financial condition of the rural school districts, although in some the collection of taxes has been tardy on account of the late threshing and grain blockade. It is satisfactory to report that all but four districts that received aid from the Department during 1914 have repaid the loans and that the remaining four will probably meet their indebtedness in the near future.

The residents of the districts situated in the foothills have also had a successful year, but some of these districts have been more or less seriously affected by the loss in revenue derived formerly from taxing leased lands situated within their boundaries.

The districts dependent on mining activities have, during the last four months of 1915, been the scenes of great activity and the financial outlook in most of them is more hopeful than it has been for some time.

It is expected that the general financial improvement will lead to an increased interest in the school and its surroundings. Up to the present the school and its equipment have received almost exclusive attention, with the result that most districts have substantial school buildings, fairly equipped, and in very fair repair. The grounds have been fenced; but, with a few exceptions, have not been otherwise improved. A number of school districts have prepared the ground with a view to planting trees for windbreaks, and interest in tree-planting is gradually widening. It has been my policy to advocate tree-planting in all the prairie districts on account of the educational value to the children and their parents and also because a windbreak is highly advantageous, if not absolutely necessary, before school gardening can be carried out most successfully in districts subject to strong winds.

While the schools generally are fairly equipped for ordinary class work, they are commonly very deficient in materials for busy work in the primary grades and for elementary hand work. Hence boards of trustees have been requested to make small grants with a view to providing such equipment in order to increase the efficiency of the work done in junior grades. Schools exhibits of and class-room decoration with the

products of elementary hand work have been encouraged, as they stimulate the interests of the pupils and enlist the sympathies of the parents in this important branch of school work.

In nearly all schools visited there is the nucleus of a good library, and the policy of the Department in purchasing and supplying these books regularly is proving very effective.

High school work is being taught in a number of centres in this inspectorate, but in nearly all cases the equipment for teaching Science practically is very meagre. A Summer School course on the equipment of an elementary laboratory for Physics and Chemistry and on making and using simple apparatus would be of considerable value in enabling the teacher in the small high school to solve the problem of making the Science work efficient.



TYPEWRITING CLASS, NIGHT SCHOOL, TABER, 1915

There was considerable irregularity of attendance on the part of the older pupils in rural districts during September and October, due largely to their being employed while harvesting and threshing the very heavy crop. This may be excused in part on account of the scarcity of farm laborers and the financial inability of many to engage the necessary help. Cases of negligence and indifference have been met with, but notices from the Truancy Branch, followed by the inspector's truant notices or personal visits, have generally proved effective in securing regular attendance. There seems to be developing a wholesome fear of prosecution and this, together with constant vigilance on the part of the Truancy Branch and inspector, and a determination to make the process swift as well as sure, gives promise of a satisfactory solution of the difficulty arising from irregularity of attendance in rural schools.

The policy of operating all schools as yearly schools should be productive of good results in the Macleod Inspectorate, as there are only a few districts in which this would mean a financial hardship. The chief difficulty in enforcing this policy is the insufficiency in the supply of teachers, which enables the more negligent or unfortunate districts to keep their schools closed at frequent intervals. The development of the Teachers' Bureau at the Department may assist materially in solving this difficulty.

During 1915 some seven districts united to form the Barons Consolidated School District and the success of this experiment has evoked considerable interest in consolidation in such centres as Granum and Claresholm, where, it is hoped, the movement will achieve an equal success.

In many schools considerable attention has been given to a study of the present great conflict and there is reason to believe that this study will contribute in no small degree to produce a more patriotic type of citizenship and one more loyal to the British Empire and the ideals for which she is making such noble sacrifice.

I have the honour to be, Sir,

Your obedient servant,

J. E. HODGSON,

Inspector of Schools.

REPORT OF M. E. LAZERTE, B.A.
BASSANO INSPECTORATE

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Bassano Inspectorate for the year 1915.

This inspectorate, comprising approximately two hundred and ten townships, has remained with boundaries the same as those reported in 1914. Although very scattered and dotted but thinly with schools in parts, the entire inspectorate, excluding that portion north of the Red Deer River, is well served with railroads and has, in the main, satisfactory trails.

Development this year has not been rapid. Economic conditions have retarded development in this central C.P.R. tract, and consequently the demand for schools has not been pressing. Four new schools were built during the year. True progress has been made even although unattended by visible expansion. The improved financial status of the ratepayers has been accompanied by an awakened interest in education. There is a stronger demand for regular operation, regular attendance and more proficient teachers; higher returns are being secured for the money spent on the schools. Consolidation is being discussed more and more, and I believe that as soon as the farmers have established themselves on a financial footing there will be organized a large number of these schools.

Only five or six of the old short term schools have failed to operate more regularly than heretofore. In these cases money was scarce and the boards, knowing that there was a scarcity of teachers, took full advantage of this fact for a part of the year to guard against operation. To be fair, I must say that finally three of these asked the Department to secure them teachers, but, at the same time, these could not be engaged. The Department of Education has been quite successful in forcing a longer term of operation.

There has been a considerable falling off in the number of male teachers since last year. This has been due in part to the redistribution resulting from the enlisting of many of our men for overseas service. There has been an improvement in the standard of scholarship of the teachers. The number holding First Class certificates has increased 60 per cent. in the twelve month, while the number of permit teachers has decreased to six per cent. of the total. Many from this inspectorate have attended the Summer School sessions held at Edmonton during the last three years. There is a revival of the school spirit when these teachers resume their duties in the districts. The pupils may be found making beautiful gardens or gathering horrible-looking bugs, but, in either case, a different atmosphere permeates the school. There is more life, more work and less unwholesome restraint.

School gardening and the improvement of school grounds are not given the attention which they deserve. There are too many cases where the little mound of earth serves but to mark the grave of the seed or of the early-departed plant. I have noticed that if the school garden is a failure the first year it takes a long time to win back the sympathy and co-operation of the parents for and in this phase of the work. A few teachers take a genuine interest in tree-planting and in improvement of the school grounds. Often, however, one teacher spends time, energy and thought in beautifying the grounds, while next year another teacher stands idly by and allows the whole to deteriorate. The English-trained teachers do the most creditable work in this department.

Of the teachers' attitude towards their professional work I can speak only favorably. Many of them, however, are conscientiously trying to discharge their responsibilities without realizing their great opportunities for many phases of work in the community.

The Truancy Branch has done a good work during the last year. Through this branch you are reaching the many cases which cannot come to the notice of the inspectors owing to the extent of their territory and the intervals that elapse between their successive visits. During the fall term I had occasion to serve twenty-seven truancy notices to parents. In no case was I compelled to prosecute, as the notices had the desired effect.

The Strathcona Trust prizes for Physical Training were in 1914 awarded to the following schools in this inspectorate:

Drumheller, No. 2472—Teacher, Mr. Oliver McKee.

Beiseker, No. 2705—Teacher, Miss Marion Simpson.

Serviceberry Creek, No. 2258—Teacher, Mr. Alfred Aldridge.

In these and a dozen others the results were gratifying, but in other cases it proved only a resting period from books and the exercises were carried on in a very perfunctory manner.

In 1914 there was no Convention in this inspectorate, the teachers attending the district conventions at Calgary and Medicine Hat. It is still felt that a Convention could not be a success owing to the fact that the schools are widely scattered and but few teachers would be able to attend.

I have the honour to be, Sir,

Your obedient servant,

M. E. LAZERTE,
Inspector of Schools.

REPORT OF J. C. BUTCHART, B. A.
VEGREVILLE INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

Sir,—I have the honour to submit for your consideration the following report of the Vegreville Inspectorate for the year 1915.

There were one hundred and eighty-one districts and departments in the inspectorate at the beginning of the year. During the year eleven districts were transferred to the Vermilion Inspectorate and five districts were organized and two graded departments added, leaving one hundred and seventy-seven districts and departments at the end of the year, of which twenty-seven are graded departments.

Several rural schools and a two-roomed building in the village of Mundare were erected in the course of the year.

Most of the buildings are good, and are, on the whole, well equipped. Many have small houses for the use of the teacher and quite a number have stables. The grounds usually consist of two acres. Most of the grounds are fenced, but only in a few cases have trees been planted or the grounds otherwise beautified. In a few cases tree-planting has been very successful and a few schools have very creditable gardens. The matter of a water supply is, in many cases, a serious problem. A majority of the schools have wells, but in many cases they are not satisfactory. In many instances the water is not good, and where it is naturally good, either too little is used to keep it good or the pump is out of order.

The majority of the schools in this inspectorate are in non-English communities. While the effect of the provisions of the Ordinance in regard to the operation of schools has been to materially increase the number of yearly schools and to lengthen the term in a number of others, there are still many that are in operation only in summer and for short terms at that. There are several reasons for this condition. The most important are the financial condition of the districts and the more serious difficulty of manning outlying schools in winter.

In these short term schools, especially in non-English districts, progress is inevitably slow, as in these schools the children hear no English except in school, though even in some of these surprising progress has been made when conditions are taken into consideration. Where the

schools have been in operation as yearly schools for a number of years in succession the results are highly satisfactory. In some of the best non-English schools the children speak English without an accent and in a few districts the children speak a little English when they first come to school.

The greatest obstacle to the progress of the non-English schools is the inadequate supply of competent and experienced teachers. We still have a considerable number of permit teachers in these schools, and although some of them do good work, yet, on the whole, it is inferior to the work of trained teachers, but even trained teachers require experience to realize the peculiar difficulties met with in these schools and the essential difference in teaching the lower grades of an English and a non-English school. Most teachers are much more efficient in these schools the second year than they are the first.



SCHOOL GARDEN, LWIW SCHOOL DISTRICT

Most of the schools in non-English communities are conducted pretty well in accordance with the course of study after Grade IV., but in the lower grades it is often found necessary to modify it. On the whole the prospect of the non-English schools is very encouraging.

In the English speaking communities the yearly schools are, with a very few exceptions, conducted efficiently and the progress and standing are satisfactory. Conditions are not nearly so good in the short term schools. All these schools are conducted with a fair regard to the course of studies. It seems to take some of the teachers from other provinces quite a while to understand the requirements of this course and to understand that it is really meant to be followed. Geography, Composition and History seem to be the subjects in which the teaching and results are least satisfactory.

One great disadvantage of the rural school is the frequent change of teachers. It is very unusual to find a school in charge of the same teacher two years in succession. This hinders school work very seriously and prevents the school from having the place and influence in the community that it should have. I am of the opinion that great changes will

be necessary in the administration of the affairs of these districts before there will be much improvement in this respect. Social and economic conditions will have to change greatly before anything like permanency of tenure will become at all general.

The enforcement of the Truancy Act has greatly improved attendance in rural schools, sometimes to the extent of overcrowding them. In one school one Monday morning, after some warning notices had been received in the neighborhood, the teacher was faced by sixty-five pupils. I have not taken proceedings under the Truancy Act, but several convictions were secured by the Provincial Truant Officer with good results. I have visited a number of parents in connection with cases of reported truancy and in nearly every case the children were sent to school. I have made it a practice to write to teachers of schools where cases of truancy were reported by the Chief Truant Officer and where warning notices had been sent and found that in nearly all cases the warning had the desired effect.

High School work is done at Fort Saskatchewan, Lamont and in both the public and separate schools in Vegreville, and to some extent in Innisfree and Chipman.

The annual convention of the Vermilion and Vegreville Inspectorates was held in Vermilion and was fairly well attended. The teachers who need the help and inspiration of such gatherings are the ones who most frequently absent themselves.

I have the honour to be, Sir,

Your obedient servant,

J. C. BUTCHART,

Inspector of Schools.

REPORT OF F. L. AYLESWORTH, B. A.
OLDS INSPECTORATE

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Olds Inspectorate for the year 1915.

The central belt of my inspectorate has for its northern boundary a line running east and west through the town of Innisfail, and for its southern boundary approximately the township line between townships 27 and 28. The inspectorate extends east to the Big Red Deer River and west to within a few miles of the Rocky Mountain Park.

During 1915 the weather was exceptionally unfavorable for "field work." The unusually incessant and heavy rains rendered the trails, particularly in the west, impassable at times. However, in spite of unfavorable conditions much inspection, investigation and official trustee work was accomplished. Investigation and official trustee duties were particularly heavy during this year.

The number of school departments in my inspectorate on January 1st was 155; on December 31st 157. Six school departments were not in operation during the year, leaving 151 departments in operation in 1915.

The total number of teachers employed during the year was 181:

With First Class Certificates.....	36
With Second Class Certificates	116
With Third Class Certificates.....	20
With Permits or Provisional Certificates.....	9

181

With M. A. Degree

1

With B. A. Degree

9

There were 35 changes in teachers in the inspectorate during the year.

The number of improvements made in many districts during the year were very commendable and highly gratifying. Thirty-two rural school districts improved their school grounds. Twenty-seven improved their school buildings, while thirty-two improved their school equipment. The districts deserving special mention in this respect are Mowers, No. 780; Hawkeye, No. 1145; Betchton, No. 1596; Nisbet, No. 961; Grand Centre, No. 643. Alderside, No. 3137, newly erected, opened school on August 10th, in a beautiful, modern, well equipped little building, which is a great credit to the ratepayers of the district.

There were nine school gardens in the inspectorate, varying in importance: First, as gardens; second, as an aid in teaching practical agriculture.

The matter of the operation of yearly rural schools is receiving the careful attention of the Education Department. The efforts of this branch of the Department during 1915 did not meet with unqualified success in my inspectorate, though the responsibility for this lies largely with the rural school officials, and not with the Education Department. This branch constantly reminded rural School Boards of their duty in this regard and kept the inspector informed as to schools not in operation and regarding the correspondence passing between the Department and the boards of these districts. However, rural school boards are assuming a more favorable attitude towards the operation of yearly schools. Still the following information is not particularly creditable to an old and well settled community like that comprising the Olds Inspectorate: During 1915 there were 118 rural schools in operation. Thirty-five of these districts opened their schools on a date subsequent to January 4th. Twenty-eight districts opened their schools on dates from one month to four months subsequent to February 1st.

Though there was some difficulty in securing teachers for rural schools, particularly at the close of the extended winter vacation in 1915, School Boards were themselves largely at fault in this regard, owing to their unbusinesslike methods and unnecessary delays. As a possible remedy for this defect in our system I would suggest that all rural school districts whose boards have not satisfied the Department that their finances will not admit of their operating a yearly school, should submit to a regulation whereby, the board failing to secure a qualified teacher within one week after the regular date of opening school, the Department may, independently or through the inspector, provide such board with a teacher, whom they must accept.

Another problem receiving the strict attention of the Education Department, through the Chief Provincial Truant Officer and the inspectors—who are truant officers—is the matter of compulsory education. This is in logical sequence to compulsory operation of schools. Results attending the efforts of this branch are not easily available, though they appear to be, on the whole, fairly satisfactory.

Out of 119 rural schools in this inspectorate, taking at random the record of attendance for any month, thirteen schools reached 90 per cent., twenty-one reached 85 per cent. and over, while only fifteen schools recorded a percentage of attendance under 75. I believe the average monthly percentage would reach nearly 80.

The number of rural school districts visited by me in which there was no truancy as defined by the Act was approximately 44. The number of cases of violation of the Truancy Act discovered during



KLESKUN LAKE SCHOOL, PEACE RIVER

visits to schools was 35. The number of cases investigated, acting under instructions from the Department, was 96. Ten "warning notices" were sent to parents. There were no prosecutions. I have obtained satisfactory results in connection with forty of these cases, and no doubt the additional results obtained by the Truancy Branch would make a fairly satisfactory showing.

The work in the graded schools was, on the whole, satisfactory. The small high school—the only kind in my inspectorate—is doing very creditable work indeed. These schools are a boon to the more ambitious country boys and girls who attain Grade IX. standing, and should be encouraged in every way. Crossfield S. D., No. 752, though laboring under financial troubles, has installed a high school department which has made a satisfactory beginning.

The work in the rural schools is, on the whole, not satisfactory, for reasons very well known, though they may be summed up briefly:

(1) Indifference of the rural population to the educational interests of the children.

(2) The very frequent change of teachers and the lack of uniformity in ability and training of the same.

Accordingly, there is scarcely any discernible progress from day to day in these schools resulting from uniformly methodical, systematic teaching and management; though I must concede that the school buildings equipment and technical qualifications of the teachers are probably as good as obtained anywhere.

Consolidated rural schools, with a technical, agricultural and pre-vocational bias, appear to be the only solution in sight for the very perplexing rural school problem.

In conclusion I would say that on the 21st and 22nd of October a very successful Teachers' Convention was held in the Olds Inspectorate, which was well attended. Messrs. Longman, Roberts and Pearson, of the School of Agriculture at Olds, Calgary and Camrose Normal Schools respectively, gave valuable contributions to the success of the Convention. Professor Lodge, of Alberta University, lectured very acceptably on "Phases of German Civilization." Major Outhit, of Calgary, gave an interesting and instructive practical demonstration of physical culture. Very helpful model lessons were taught by Misses Dyde, Leshe and Sexsmith of the Olds Inspectorate. The Public Speaking Contest for pupils was again a novel and successful feature of the Convention.

I have the honour to be, Sir,

Your obedient servant,

FRED L. AYLESWORTH,
Inspector of Schools

REPORT OF CHIEF PROVINCIAL TRUANT OFFICER.

REPORT OF M. M. O'BRIEN, EDMONTON.
CHIEF PROVINCIAL TRUANT OFFICER.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report dealing with the enforcement of the Truancy Act for the year 1915.

During the previous two years, 1913 and 1914, a very important part of the work consisted in familiarizing the parents throughout the Province with the requirements and penalties of the Truancy Act. During these years teachers were also fully advised regarding the different provisions of the Act and instructed as to what is required in the line of reports to be submitted regarding the attendance in the schools. As a result, during the year 1915 it was less difficult to deal with the enforcement of the Truancy Act. Sufficient prosecutions had been undertaken to cause parents to fully realize that the provisions of the Truancy Act must be observed. The fact that the parents knew that

the teacher was expected to report all cases of irregular or non-attendance was instrumental in causing them to use every effort to have their children in regular attendance at school.

Of the fifty-nine truant officers employed in city and town districts the majority were officials who had had charge of the enforcement of the Truancy Act for a number of years. These officials were, accordingly, thoroughly familiar with the provisions of the Truancy Act and were also more familiar with the school population. In most of these districts a number of prosecutions had occurred in previous years, with the result that it was not necessary to take so many cases into court.

At the 1915 Session of the Legislature the age of compulsory attendance was raised from 14 to 15 years, with a proviso to the effect that children over 14 years of age might be exempt from attendance provided they were engaged in some useful occupation. This amendment affected more particularly the urban districts, where children of 14 years of age might be out of school and yet not employed. As the truant officers paid special attention to children of 14 years of age, the result was that practically all such children who were not employed were compelled to attend school.

Children under 14 years of age must not be employed during school hours and any person who employs such a child is held liable under the Act as follows:

"No child under the age of fourteen years who has not a valid excuse under this Act shall be employed by any person during school hours while the public school of the district in which the child resides is in session, and any person who employs a child in contravention of this section shall incur a penalty not exceeding twenty dollars for such offence."

Where, however, it is found that it is absolutely necessary for some reason that a child must be kept out, provision is made for his absence from school for a period not exceeding six weeks during each public school term as follows:—

"Where, in the opinion of a justice of the peace, police magistrate or principal of the school attended by any child the services of such child are required in husbandry or in urgent and necessary household duties, or for the necessary maintenance of such child or of some person dependent upon him such justice, police magistrate or principal may by certificate setting forth the reasons therefor relieve such child from attending school for any period not exceeding six weeks during each public school term."

The 59 truant officers in town and city districts dealt with during the year 15,200 cases. Warning notices were served on 1,088 parents, but in only 57 cases was it necessary to take the parents into court.

During 1915 teachers in the rural and village districts throughout the province in completing their reports for this branch were required to give the names of all pupils not enrolled and also of those who did not attend at least 75 per cent. of the time. During previous years only the names of those not enrolled and those who attended less than 50 per cent. of the time were required. As an evidence of the more satisfactory attendance it was noticed that even with the higher percentage the number of children reported was not greatly in excess of that in previous years. As the teachers were more familiar with the requirements of the Act and understood better the completing of returns more satisfactory reports were obtained. This made it possible to give

more intelligent attention to the different cases. These teachers also reported pupils of 15 years of age, but as a rule in the rural districts pupils over 14 years of age who were not in attendance were engaged in some occupation on the farm.

In certain cases children were living with guardians, but such cases are provided for under the Act as follows:—

“A person who has received into his house another person's child under the age of 15, who is a resident with him or is in his care or legal custody, shall be subject to the same duty with respect to the instruction of such child during such residence as a parent and shall be liable to be proceeded against as in the case of a parent, if he fails to cause such child to be instructed as required by this Act; but the duty of the parent under this Act shall not be thereby affected or diminished.”

In every case when the guardian realized that he was held responsible for the child's attendance at school no further difficulty was experienced.

During the year this branch dealt with 3,860 cases of irregular or non-attendance in rural and village districts throughout the province. Out of this number 2,132 were cases of irregular attendance; 1,571 were cases of children who were not enrolled and 99 were cases of children who were too far from the school, that is, more than $2\frac{1}{2}$ miles for children under 10 years of age and more than $3\frac{1}{2}$ miles for children over that age, and 58 were cases where children were out on account of illness or other reasons.

In the 2,132 cases of irregular attendance 1,825, or 85 per cent., continued in school; 1,546, or 72 per cent., regularly. Of the 1,571 pupils who were not enrolled when the reports were received 1,112, or 70 per cent., returned to school, while others remained out for some of the above mentioned reasons; 950, or 60 per cent., attended regularly, while the attendance of the other 10 per cent. were somewhat irregular. Even of the 157 pupils who were excused on account of the distance or age 108 commenced attendance during the year. The results obtained were, therefore, very satisfactory, as of the pupils who did not return to school the greater number were out for legitimate reasons. In a few cases schools closed for the term before full proceedings could be taken to compel attendance.

When reports were received from the schools containing information regarding the attendance the parents were advised of the requirements of the Act and notified that the children must be in school. The teachers were asked to furnish reports on the attendance of the children in question. Where the children failed to return to school or continue in regular attendance the parents were warned that proceedings would be instituted against them and their cases were reported to the different inspectors for attention. Where such warnings did not have the desired effect prosecutions were instituted by this Branch or the inspectors, all of whom are provincial truant officers. During 1915 34 prosecutions were instituted, 13 by the school inspectors and 21 by myself.

The different inspectors during 1915 devoted considerable time and attention to the enforcement of the Truancy Act in their respective localities. They instituted more prosecutions than in previous years and, of course, this assisted them in impressing the necessity of complying with the provisions of the Truancy Act. In addition to the returns received from this Branch they also

received reports from the teachers from time to time. When in the district on their regular inspection work by reference to the School Register they judged of the attendance and were often able to deal with cases before leaving the district. Having quite accurate knowledge of the different districts and knowing the distances the different children had to travel the inspectors were in a position to determine in most cases whether or not there were any legitimate excuses for children not making a satisfactory attendance.

The Truancy Act provides that all children of school age, that is between 7 and 15, shall attend "school" for the full term during which the school of the district in which they reside is open each year. By "school" is meant any public or separate school established under the School Ordinance or any class room thereto. Certain cases arise, however, where children are being educated elsewhere than in "school." This is provided for according to section 5a of the Truancy Act, which is as follows:—

"A parent, guardian or other person shall not be liable to any penalty imposed by this Act in respect of a child if in the opinion of a school inspector, as certified in writing, bearing date within one year prior to the date of any complaint laid under this Act, the child is under efficient instruction at home or elsewhere."

During the year in a number of districts it was found that children were receiving instruction elsewhere than in "school." These cases were investigated by the inspectors and where it was found that the instruction was not efficient the parents were warned that their children must attend the school of the district in accordance with the provisions of the Truancy Act. In one school district where a number of children were receiving such instruction the average attendance in the public school of the district during October was only 22 and the percentage of attendance for the month was only 57. During November, after the parents had been warned that their children must attend "school" as required by the Truancy Act, the average attendance in this district was 35 and the percentage of attendance was 86.

Yours respectfully,

M. M. O'BRIEN,
Chief Provincial Truant Officer.

ENGLISH SCHOOLS FOR FOREIGNERS.

REPORT OF W. A. STICKLE, B. A.
EX-PRINCIPAL ENGLISH SCHOOL FOR FOREIGNERS, VEGREVILLE.
(First Term.)

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

Sir,—I have the honour to submit for your consideration the following report on the English School for Foreigners for the first term of the year 1915.

The enrolment for the term was twenty, and consisted of young men ranging in age from seventeen to thirty. Of these, eight had not attended this school before, while twelve had been in attendance from three months to two years, and returned to take advanced work. Seven of the new students had not received any training in English schools, and were unable to read or write English at all, while they spoke it with great difficulty. All but one, however, had attended the elementary schools in their native land, and all were exceedingly anxious to get a good English education. A few wished only enough training to fit them for the ranks of the artisans, but the majority were looking forward to teaching. The short term student, so much in evidence when the school was first opened, has disappeared, having found the night school more to his liking.

It has been found necessary to require all students to begin in Grade I. and work up according to their individual ability. Some idea of the interest and energy displayed by the students can be formed from the progress made by the beginners in six months. Of the eight new students one reached Grade III., one Grade IV., three Grade V., one Grade VI., and one Grade VII. in the term; while the eighth reached Grade VIII. in three months. One of the second year students completed the Grade VIII. course and passed the Departmental Examination on this work.

These results were not accomplished without real effort. The teaching was done principally during the regular school hours, but the students spent about three hours each evening at systematic study in the class-room, while the teacher supervised the work and gave assistance as required. Even better work would probably have been possible had the students been of an athletic turn. Great difficulty was experienced in getting the students to take sufficient exercise, as the ordinary sports and games do not appeal to them, and there is no provision for physical training or drill. I would strongly urge the installation of some apparatus for the use of the students, especially in winter. A simple outdoor rink would also be of great advantage, not only for the physical benefit it would give, but even more for the good that might be derived from its use in training the students in teamwork and co-operation, an idea that is quite new to most of them.

At the beginning of the term a new policy was adopted by the Department of Education in connection with the work of the advanced

students of the institution. Up to that time the teachers of the school had taught all the subjects up to and including Grade XI. While that plan had been fairly satisfactory, it was thought wise to make a change and send the students taking High School work to the local High School. This course offered three advantages:

1. It saved the expense of a full equipment of physical and chemical apparatus.
2. It saved the salary of one teacher, and the rent of one classroom.
3. It placed the advanced students in close contact with English-speaking class-mates during the greater part of each day, thus improving their environment for learning English.

It had the disadvantage, however, of depriving the students of a considerable amount of individual attention which was possible in the small classes in the English School for Foreigners. The change affected nine students. All of these did good work at the Vegreville High School, and one was able to pass the Grade XI. examination, while several others will probably pass in 1916.

It is hard to estimate the beneficial influence that these young men may exert toward the solution of the vast "foreign" problem of the province. Having become acquainted with British history, ideals and institutions they can transmit these to their fellow-countrymen most readily. And, knowing the spirit and ideals of their own people, they will be in a position to help us to get their standpoint and gain their confidence and sympathy. In this way students trained in this, and kindred institutions, may become the bond between diverse types of people and civilizations, enabling each to make its contribution to the higher civilizations of a new Canadian character.

I have the honour to be, Sir,

Your obedient servant,

W. A. STICKLE,
Former Principal.

REPORT OF E. S. FARR, B. A., LL. B.
PRINCIPAL ENGLISH SCHOOL FOR FOREIGNERS, VEGREVILLE.
(Second Term.)

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on the work of the English School for Foreigners for the Fall Session of the year 1915.

The school did not commence operations until the 4th day of October, so that the students had a comparatively lengthy earning period to make provision for clothing and incidental expenditures during the school session.

During the first month only ten students were in attendance. This was partly due to the delayed threshing operations in Northern Alberta. In the early part of the second month the numbers increased

to sixteen; and before closing at Christmas six more had applied and had been accepted for admission at the commencement of the Spring Session.

Five of the fall students were sent to the High School in Vegreville for instruction. One of these was advanced from Grade X. to XI.; the other four, one of whom had passed the Grade VIII. examination at midsummer, worked through Grade IX., and were promoted to Grade X. in November. Of these five, three will probably pass their departmental examinations next midsummer; while the other two are laboring under the handicap of limitations in English.

The eleven boys of the lower school were very difficult to grade. The Principal gave almost his entire attention to them, and had nearly as many grades as students. Some of these students had a good education in their native land, and required principally English, History and Geography. Others, again, had been brought to Canada in early childhood, and had received more or less instruction in the rural schools of Alberta. A third and small class had come to Canada in early life and had few opportunities to obtain an education. Some of the first two classes mentioned, with special attention will complete Grade VIII. in the year. The last class mentioned is the hardest to assist. These students are now men in years and find it very hard to remember instruction.

The principal subject for all classes is English. Phonic drills should be given daily; and great care taken that the student receives, at once, the correct pronunciation and the right meaning for each word learned. Unless careful checking up is made the student may develop a vocabulary of words which he may rightly pronounce and yet have a very indefinite idea of their correct meanings. The easiest and simplest of words to an English-speaking child cannot be passed over indifferently in rightly instructing the foreign student. On the degree of application of the teacher to this principle depends success.

The small enrolment of the English School for Foreigners has another cause, to which reference should be made. Although the non-English speaking population of Alberta is comparatively large, the number of young men between sixteen and twenty-six who are not equipped for business, through their ignorance of the English language, is small, and constantly decreasing. This can be readily understood on considering that the school has been three years in existence, and during that time about 120 young foreigners have been assisted in acquiring English. Concurrently with the instruction of these young men in the English School for Foreigners, those under sixteen have been cared for by the public schools of the province. Consequently, since the closing of foreign immigration to Canada, the attendance at the English School for Foreigners has declined. The institution has greatly assisted these foreign peoples, and its decreasing attendance is happily indicative of the growing scarcity of language difficulties among the young men of foreign birth.

The English School for Foreigners has made possible the more ready adaptation of the young foreigner in Alberta to our Canadian citizenship; it has had a great moral effect, directly and indirectly, on foreign communities, and thereby has proved its usefulness. However, such an institution must remain experimental and temporary; soon it will be unnecessary. When that day arrives the young man of

foreign birth will be equipped to take his stand without handicap by the side of the young Canadian, and will be able to make his contribution, which is by no means a small one, to our national life.

I have the honour to be, Sir,

Your obedient servant,

E. S. FARR,
Principal.

SCHOOL DEBENTURE BRANCH.

REPORT OF W. ROSS ALGER,
MANAGER DEBENTURE BRANCH

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration a report on the work performed by the Debenture Branch of the Department of Education during the year 1915.

During the latter part of 1914 and the beginning of 1915 the Canadian bond houses were unable to market any debentures and it was only through my having made satisfactory arrangements with a large American firm that we were able to dispose of the issues of the different school districts in this Province, which required to be placed at that time in order to allow the Boards of these districts to proceed with the building of the schools that were then required. Fortunately about the beginning of March, 1915, the financial condition throughout the Dominion showed considerable improvement, which continued during the balance of the year. This condition was principally due to the curtailment of borrowings by municipalities and large corporations, and also to the increased savings of the people. It was further augmented by the country increasing its exports to such an extent that there was a large trade balance in our favour at the end of the year,—a new experience in the commercial history of the country. As a result better prices were now obtainable for high class securities and we now have a market for debentures at a price even better than before the commencement of the war, which will probably further improve during the current year, as there is considerably more money for investment than there are securities to absorb it.

It was, however, necessary that we place our school securities on a much better basis in order to obtain any material increase in their selling price, as a great many of the investment houses did not care to purchase such bonds because of the difficulty experienced in obtaining payment of the maturing coupons. Very few of these were paid when due and it generally took considerable time and much correspondence to secure collection. In order to meet this situation, debenture holders were asked to notify this Department about sixty days before the maturing of coupons held by them and we at once communicated with

the districts interested, giving them full details of the payment falling due and impressing upon them the necessity of seeing that the money was deposited in the bank where the obligation was payable in time to allow for the coupon being taken up upon maturity. If advised that the district was not going to be able to protect this obligation promptly, we were generally able by co-operation to overcome this difficulty, with the result that there are now very few defaults in coupon payments.

The Department has never required the districts to sell their debentures through this Branch, its object being simply to give them assistance whenever desired. Nevertheless, most Boards have taken advantage of its services. Our rural issues that are offered for tender are put on the market in blocks ranging from ten to twenty thousand dollars, with uniform maturities and the same rate of interest; and by handling them in this manner we are able to interest the larger houses and obtain more competition. Besides, we now have a large number of private investors, and when selling to them we are able to save the districts the profits that would otherwise go to the brokers. When the Branch was commenced in March, 1914, the districts were obtaining only about ninety-five at eight per cent. for their rural debentures; whereas, we are now selling them at better than par at seven per cent. and therefore saving the districts over two per cent. per annum on the amount borrowed.

During the year 1914 the building programmes of the towns and cities practically covered their requirements for the year 1915, and on account of the unsatisfactory financial situation at that time the school districts made every effort to keep their borrowings as low as possible and still provide proper educational facilities. As a result the amount of school debentures sold during the year 1915 was only \$459,685.

In October, 1915, the Board of Public Utility Commissioners were appointed by the Government, with power to deal with the proceedings leading up to and including the authorization of all school debenture issues. This was previously handled by this Branch of the Department and its removal has slightly lessened our work; besides, there is the advantage of having these matters controlled by an independent Board.

In considering the applications of the different districts for authority to borrow by debentures for the purpose of building and equipping schools, I found that in most cases there was a tendency to borrow more money than was required to cover the cost, and often these buildings were not properly constructed, lighted or ventilated, and frequently considerable unsuitable or unnecessary equipment was purchased. This situation was partly due to the failure of trustees to secure proper advice to guide them in these matters. Arrangements were therefore made to have the Boards of districts forward to this Department plans in detail, together with general specifications for their building, and these were submitted to the Provincial Architect for approval, or for modification where necessary. Standard plans with general specifications have been prepared for one and two roomed schools, and are supplied to districts when desired, free of cost, thus eliminating architect's fees and also providing the best type of building obtainable for their special requirements. We also gave advice to the districts, upon request, with respect to their initial order for equipment and supplies, and requested in every case that before the order was filled that it be forwarded to this Department for approval. We found that we were able to save the districts considerable sums by eliminating different articles which they would not use, and also by showing them that they

could obtain similar articles at a much lower price. The result has been that the districts are now having their schools properly erected and equipped at a considerable saving, and that they are paying in full for these expenditures from the proceeds of their debenture issues, which heretofore Boards were unable to do, with the result that the district began the operation of its school with a heavy current indebtedness.

The appropriation which was made by the Legislature to assist the unfortunate school districts in the southern part of the Province that suffered through drought and loss of crops in 1914 allowed us to take up their maturing coupons and thus maintain the financial credit of our school districts. It also provided sufficient financial assistance to allow these districts to continue the operation of their schools until the rate-payers were able to market their crops last fall, when taxes were again available. In November letters were forwarded to the different districts interested to ascertain what provision was being made to retire the amount of their advance, and in nearly every instance Trustees replied that it would only be the matter of a short time before they would be able to take up their liability in full, without it being necessary for the Department to retain their grant, and we anticipate that during the year 1916 at least 60% of this appropriation will be repaid.

I am also pleased to be able to report that the School Boards have shown their appreciation of the assistance that this Department has been giving them by their readiness to carry out our recommendations. Besides there has been much closer attention given to the financial affairs of the districts, with the result that they have not allowed arrears of taxes to accumulate and have therefore been able to meet their maturing obligations promptly.

I have the honour to be, Sir,

Your obedient servant,

W. ROSS ALGER,

Manager Debenture Branch.

SURVEY OF AGE, GRADE AND SEX CLASSIFICATION OF
PUPILS IN THE SCHOOLS OF ALBERTA.REPORT OF DR. JAMES C. MILLER,
PROVINCIAL DIRECTOR OF TECHNICAL EDUCATION.

In carrying out a policy of securing for each child the best that can be provided in the way of educational opportunity in order that not only the child, but also the community and the State may be benefited, it is important to know exactly how the children at school stand with reference to the official program of work provided in the schools. It is important to know the extent to which the pupils are accomplishing what in theory they are supposed to accomplish. Normally it is expected that children will start to go to school when six years of age, and will graduate from Grade I. on the completion of their seventh year. Thereafter the pupil is expected to spend one year in each grade, and to graduate from Grade VIII. on the completion of his fourteenth year.

The facts are, however, that these expectations are not realized as the statistical tables which follow will show. The pupils are distributed into three groups. The retarded pupils are those who are over age for their grade; the normal pupils are those who are of normal age for their grade, that is, those who are where in theory they are expected to be; the accelerated pupils are those who are under age for their grade, that is, those whose progress has been more rapid than is normally expected. It should be realized by all, however, that retarded pupils are not necessarily dull pupils, although the greater percentage of the dull pupils will be found in this group. "Retarded" means that the pupil so described is not as far along in the school grades as his age would lead one to expect, although his status in this respect may be due to a variety of causes other than dullness of intellect or indifference to school work.

Having discovered how the pupils are distributed with reference to retardation, normal progress, and acceleration, it becomes a matter of the greatest importance that those responsible for the organization and administration of any educational system to discover the causes and explanation of the conditions found, and to proceed to analyze the situation with a view to making the adjustments necessary for their betterment. To what extent is it possible to reduce the percentage of retardation? What are the steps necessary to accomplish this desirable end? Is it a question of lowering the standards of accomplishment to be expected of pupils of the respective ages? Is it a question of changing in some measure the kinds of accomplishments to be expected in the light of the variability in the native capacity and interests of the children? Is there no better and feasible way of dealing with pupils who are considerably over age for their grade, than that of putting them in the same classes and in the same class room with pupils two, three, five, and sometimes even eight to ten years younger than themselves? These older pupils require a method of teaching and a personal approach different from that of the younger pupil. They have, at best, relatively but a few years to remain in school. Their maturity makes possible more intensive and more persistent effort. Their maturity; their ability to do harder

and more continuous work, to be instructed on a different plane; their sense of values, and the limited time available for further study all point to the necessity of a modified program, a modified method, and a modified organization.

In such an analysis of the status of school children the usual tendency is to dwell too exclusively upon the problem of the "retarded" and to neglect the problem of the "normal" and especially of the "accelerated" pupils. The attitude usually taken is that these latter groups are getting along nicely and it is, therefore, not necessary to give further special thought to them. A more serious mistake could scarcely be made. If *capacity for attainment* be the measuring rod, then many of the pupils in the "normal" and "accelerated" groups are in reality more retarded than the majority of those in the so called retarded groups. If it be our purpose to see that no child is neglected we must not forget that the child of brilliant possibilities is a much greater asset to his country and his fellow men, than his less promising comrades, provided his abilities are developed and trained under the guidance of aspirations and ideals that are in harmony with the general good. In the case of these groups also, therefore, there is need for adjustment in program, in methods and in organization, if they are to realize to the full their possibilities of attainment for themselves and of service to their fellows.

The returns give the status of the pupils of the Province in the months of October or November of the year 1915. This gives all pupils the benefit of the recent promotions made as the result of the regrading, which follows the midsummer tests or examinations. As the tables are presented significant facts and relationships will be pointed out and commented upon.

The Province of Alberta is relatively young in its institutional organization. Settlement has been made, almost wholly, during the past thirty-five years. The Province, as such, was organized in 1905. To discover whether or not the length of time a school district has been settled and organized has any direct relationship to, or influence upon the status of the children, the returns from rural school districts have been tabulated in such a way as to place the districts organized prior to the organization of the Province in 1905 in one group and the new districts organized in each of the succeeding year in groups by themselves.

The summated returns for these respective groups are given herewith:

AGE	GRADE VI			GRADE VII			GRADE VIII			TOTAL		% OF TOTAL	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls
5 yrs.													
6												50	50
7												48.61	51.38
8												55.13	44.86
9	3	5	8									52.99	47.004
10	32	39	71	5	6	11		2	2			53.06	46.93
11	84	92	176	27	22	49		14	20			52.46	47.53
12	119	130	249	65	76	141		43	75			50.32	49.67
13	110	113	223	79	89	168		92	158			49.15	50.84
14	68	74	142	56	67	123		106	195			50	50
15	24	25	49	25	24	49						50.83	49.16
16	7	3	10	19	8	27	47	80	127	145	161	47.38	52.61
17	2	1	3	4	4	8	34	37	71	75	54	58.13	41.86
18	1		1	2		2	9	13	22	18	21	46.15	53.84
19							2	3	5	5	4	55.55	44.44
20							3	3	3	3	1	100	100
21							1		1				
Totals	450	482	932	282	296	578	289	390	679	5396	5069	51.56	48.43
*% of R.	47.11	44.81	45.92	37.58	34.79	36.15	33.21	34.1	33.72	50.05	46.04	53.64	46.35
% of N.	26.44	26.97	26.71	28.01	30.06	29.06	30.79	27.17	28.71	27.5	28.6	50.57	49.42
% of A.	26.44	28.21	27.36	34.39	35.13	34.77	35.98	38.71	37.55	22.44	25.35	48.51	51.48

Causes of Retardation:—Lack of opportunity, 868; ill health, 199; physically defective, 70; mentally defective, 28; lack of ability, 423; foreign birth, 642; indifference, 334; irregular attendance, 1,134; changing place of residence by parents, 395; short terms, 11; lack of qualified teachers, 99; school not in operation, 55; frequent change of teachers, 213.

* NOTE.—R-Retarded; N-Normal; A-Accelerated.

AGE, GRADE AND SEX CLASSIFICATION OF PUPILS. Grades I to VIII.

RURAL SCHOOLS—ELEMENTARY GRADES

School Districts Nos. 1451-1593—(96 School Districts represented in Returns)—Organized during the year 1906

AGE	KINDERGARTEN			GRADE I		GRADE II		GRADE III		GRADE IV		GRADE V	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Total
5 yrs.				6	9	15							
6				63	56	119	4	5	9				
7				87	68	155	18	27	45				
8				64	63	127	26	40	66				
9				44	31	75	33	30	63				4
10				25	22	47	25	31	56			3	26
11				13	13	26	8	12	20			9	39
12				10	9	19	16	7	23			21	44
13				5	2	7	7	3	10			20	36
14				1		1	2	3	5			7	30
15				2		2						3	10
16												3	6
17												1	1
18												1	1
19												1	1
20												1	1
21												1	1
Totals				320	273	593	139	138	297	147	115	88	154
*% of R.				51.25	51.28	51.26	65.46	54.43	59.59	71.42	66.08	62.5	45.45
% of N.				27.18	24.9	26.13	18.7	25.31	22.22	19.04	17.39	23.86	27.27
% of A.				21.56	23.8	22.59	15.82	20.25	18.18	9.52	16.51	13.63	27.27

AGE	GRADE VI			GRADE VII			GRADE VIII			TOTAL		% OF TOTAL	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls
5 yrs.										6	9	15	60
6										67	61	128	47.65
7										107	98	205	47.8
8	1	1	2							108	124	232	53.44
9	1	3	6							123	99	222	44.59
10	3	10	19							114	126	240	52.5
11	9			1	10	11		3		102	106	208	50.96
12	16	13	29				8	4	12	121	90	211	42.65
13	14	8	22				11	15	26	96	73	169	43.19
14	6	11	17				7	9	16	62	44	106	41.5
15	4	8	12				6	12	18	30	28	58	48.27
16	1	3	4				3	5	8	9	10	19	52.63
17							2	2	4	4	1	5	20
18	1		1				1	1	2	3	1	3	100
19													
20													
21													
Totals	56	57	113	50	53	103	37	48	85	952	870	1822	47.74
% of R.	46.42	52.63	49.55				29.72	35.41	32.94	58.92	52.64	55.92	44.94
% of N.	28.57	22.8	25.06	66	45.28	55.33	18.91	18.75	18.82	22.58	23.9	23.21	50.82
% of A.	25	24.56	24.77	14	37.73	26.21	51.35	45.83	48.23	18.48	23.44	20.85	53.68

Causes of Retardation:—Lack of opportunity, 190; ill health, 40; physically defective, 7; mentally defective, 14; lack of ability, 70; foreign birth, 150; indifference, 48; irregular attendance, 247; changing place of residence by parents, 84; frequent change of teachers, 45; short terms, 17; school not in operation, 20; lack of qualified teachers, 8.

* NOTE.—R-Retarded; N-Normal; A-Accelerated.

AGE	GRADE VI		GRADE VII		GRADE VIII		TOTAL		% OF	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls
5 yrs.							13	20	39.39	60.6
6							72	63	53.33	46.66
7							115	95	54.76	45.23
8							118	105	52.91	47.08
9							116	89	56.58	43.41
10	1	2	3			1				
11	8	8	16	1	1	2				
12	14	15	29	6	9	15				
13	23	28	51	13	6	19				
14	18	30	48	16	17	33				
15	19	10	29	14	10	24				
16	5	7	12	8	5	13				
17	6	2	8		1	1				
18	1		1		1	1				
19					1	1				
20					1	1				
21										
Totals	95	102	197	58	52	110	45	57	102	992
										833
										1825
										54.35
										45.64
*% of A.	51.57	48.03	49.74	37.93	34.61	35.36	31.11	38.59	35.29	49.59
% of N.	24.21	27.45	25.88	27.58	32.69	30	24.44	26.31	25.49	26.81
% of A.	24.21	24.5	24.36	34.48	32.69	33.63	44.44	35.08	39.21	23.58
										41.29
										45.8
										58.85
										41.14
										26.84
										54.28
										46.89
										53.1

Causes of Retardation:—Lack of opportunity, 175; ill health, 21; physically defective, 12; mentally defective, 14; lack of ability, 65; foreign birth, 234; indifference, 65; irregular attendance, 194; changing place of residence by parents, 71; lack of qualified teachers, 15; short terms, 17; school not in operation, 3; frequent change of teachers, 63.

* NOTE.—R-Retarded; N-Normal; A-Accelerated.

AGE, GRADE AND SEX CLASSIFICATION OF PUPILS. Grades I to VIII.

RURAL SCHOOLS—ELEMENTARY GRADES
 School Districts Nos. 1749-1916—(126 School Districts represented in Returns)—Organized during the year 1908

AGE	KINDERGARTEN			GRADE I			GRADE II			GRADE III			GRADE IV			GRADE V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5 yrs.																		
6				5	11	20	4	2	6	1	2	3						
7				63	48	111	11	20	31	6	6	12						
8				68	50	116	36	28	64	21	18	39	2	10	12			
9				62	44	106	33	15	48	25	30	55	15	20	35	3		3
10				8	13	21	25	14	39	28	40	68	21	24	45	10	8	18
11				9	11	20	10	6	16	29	16	45	23	35	58	22	14	36
12				2	5	7	5	1	6	25	4	29	26	29	55		19	45
13				1	2	3	2	2	4	8	3	11	17	13	30	22		44
14							1		1	5	2	7	9	6	15	17	7	24
15				1	1	2				4	1	4	9	4	13	7	3	10
16												1	1	1	2	1	1	1
17																2		2
18																		
19																		
20																		
21																		
Totals				256	207	463	127	88	215	152	122	274	123	142	265	110	73	183
*% of R.				45.31	47.34	46.22	59.84	43.18	53.02	65.13	54.09	60.21	69.1	61.97	65.28	68.18	69.86	68.85
% of N.				26.55	24.15	25.48	28.34	31.81	29.76	16.44	24.59	20.07	17.07	16.9	16.98	20	19.17	19.67
% of A.				28.12	28.5	28.29	11.81	25	17.2	18.42	21.31	19.7	13.82	21.12	17.73	11.81	10.95	11.47

AGE	GRADE VI			GRADE VII			GRADE VIII			TOTAL			% OF		TOTAL
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	
5 yrs.										9	11	20	45	55	
6										68	52	120	56.66	43.33	
7										85	76	161	52.79	47.2	
8										121	100	221	54.75	45.24	
9	1	2	3							110	89	199	55.27	44.72	
10	3	2	5						1	95	102	197	48.22	51.77	
11	12	9	21	4	1	5			1	109	93	202	53.96	46.03	
12	13	21	34	6	7	13	1	1	2	104	87	191	54.45	45.54	
13	21	15	36	15	11	26	11	13	24	97	81	178	54.49	45.5	
14	20	17	37	12	7	19	12	14	26	76	53	129	58.91	41.08	
15	7	7	14	5	8	13	7	12	19	40	35	75	53.33	46.66	
16	3	3	6	1	3	4	1	6	7	7	11	18	38.88	61.11	
17	2	1	3				2	2	4	6	3	9	66.66	33.33	
18															
19		1	1								1	1		100	
20															
21															
Totals	82	75	157	43	37	80	34	50	84	927	794	1721	53.86	46.13	
*% of R.	64.63	54.66	59.87	41.86	48.64	45	29.41	40	35.71	57.38	52.89	55.31	55.88	44.11	
% of N.	15.85	28	21.65	34.88	29.72	32.5	35.29	28	30.95	22.86	24.18	23.47	52.47	47.52	
% of A.	19.51	17.33	18.47	23.25	21.62	22.5	35.29	32	33.33	19.74	22.92	21.2	50.13	49.86	

Causes of Retardation:—Lack of opportunity, 191; ill health, 34; physically defective, 8; mentally defective, 5; lack of ability, 35; foreign birth, 150; indifference, 79; irregular attendance, 141; changing place of residence by parents, 87; frequent change of teachers, 75; lack of qualified teachers, 14; short terms, 35; school not in operation, 37.

* NOTE.—R-Retarded; N-Normal; A-Accelerated

Grades I to VIII.

AGE, GRADE AND SEX CLASSIFICATION OF PUPILS.

RURAL SCHOOLS—ELEMENTARY GRADES

School Districts Nos. 1917-2093—(131 School Districts represented in Returns)—Organized during the year 1909

AGE	KINDERGARTEN			GRADE I			GRADE II			GRADE III			GRADE IV			GRADE V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5 yrs.	17	27	44					1	1									
6	65	56	122	6	5	11	6	5	11	1	3	4						
7	83	86	169	36	18	54	36	18	54	7	6	13	1	1	2			
8	53	65	123	38	39	77	38	39	77	22	20	42	6	10	16	1		1
9	43	33	76	42	29	71	42	29	71	27	36	63	21	24	45	3	8	11
10	16	15	31	24	17	41	24	17	41	35	37	72	31	38	69	9	16	25
11	14	3	17	11	8	19	11	8	19	29	27	56	29	30	59	29	27	56
12	5	1	6	4	5	9	4	5	9	21	18	39	38	29	67	24	25	49
13	3	2	5	2	1	3	2	1	3	13	5	18	19	14	33	19	19	38
14				1	2	3	1	2	3	6	4	10	5	3	8	12	6	18
15	2	2	4				2			2	1	3	6	4	10	5	2	7
16											1	1	1		1	1	1	1
17																		
18																		
19																		
20																		
21																		
Totals	307	290	597	164	125	289	164	125	289	163	158	321	157	153	310	103	104	207
*% of R.	45.92	41.72	43.88	51.21	49.6	53.51	51.21	49.6	53.51	65.03	58.86	61.99	62.42	52.28	57.41	59.22	50.96	55.07
% of N.	27.03	29.65	28.3	23.17	31.2	26.64	23.17	31.2	26.64	16.56	22.78	19.62	19.74	24.83	22.25	28.15	25.96	27.05
% of A.	27.03	28.6	27.8	25.6	19.2	22.83	25.6	19.2	22.83	18.4	18.35	18.38	17.83	22.87	20.32	12.62	23.07	17.87

AGE.	GRADE VI			GRADE VII			GRADE VIII			TOTAL			% OF TOTAL	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
5 yrs.										17	28	45	37.77	62.22
6										73	64	137	53.28	46.71
7										127	111	238	53.36	46.63
8										125	135	260	48.07	51.92
9		1	1							136	131	267	50.93	49.06
10	6	8	14	1	5	6				122	136	258	47.28	52.71
11	19	16	35	4	6	10				135	118	253	53.35	46.64
12	20	22	42	8	13	21				130	116	246	52.84	47.15
13	26	27	53	12	7	19				106	84	190	55.78	44.21
14	10	19	29	9	18	27				56	67	123	45.52	54.47
15	7	12	19	11	7	18				34	41	75	45.33	54.66
16	2	3	5	4	1	5				14	12	26	53.84	46.15
17	2	1	3		2	2				3	5	8	37.5	62.5
18		1	1		1	1				2	2	4		100
19														
20														
21														
Totals	92	110	202	49	61	110	43	49	92	1078	1050	2128	50.65	49.34
*% of R.	51.08	57.27	54.45	48.97	47.54	48.18	23.25	46.93	35.86	52.96	49.9	51.45	52.14	47.85
% of N.	21.74	20	20.79	24.48	11.47	17.27	25.58	26.53	26.08	23.28	25.52	24.38	48.36	51.63
% of A.	27.17	22.72	24.75	26.53	40.98	34.55	51.16	26.53	38.04	23.74	24.57	24.15	49.8	50.19

Causes of Retardation:—Lack of opportunity, 296; ill health, 31; physically defective, 12; mentally defective, 12; lack of ability, 67; foreign birth, 173; indifference, 63; irregular attendance, 292; changing place of residence by parents, 72; lack of qualified teachers, 27; school not in operation, 51; short terms, 21; frequent change of teachers, 31.

• NOTE.—R-Retarded; N-Normal; A-Accelerated.

AGE, GRADE AND SEX CLASSIFICATION OF PUPILS. Grades I to VIII.

RURAL SCHOOLS—ELEMENTARY GRADES													
School Districts Nos. 2094-2344—(165 School Districts represented in Returns)—Organized during the year 1910													
AGE	KINDERGARTEN			GRADE I		GRADE II		GRADE III		GRADE IV		GRADE V	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Total
5 yrs.	25	21	46										
6	76	73	149	5	2	7							
7	139	89	228	29	22	51	7	4	11	2			
8	81	69	150	47	53	100	45	33	78	6	3	9	1
9	49	28	77	41	28	69	55	61	116	23	34	57	8
10	26	20	46	35	27	62	50	36	86	51	39	90	35
11	14	8	22	23	14	37	40	30	70	37	49	86	50
12	7	7	14	12	12	24	23	13	36	35	26	61	59
13	4	7	11	11	9	20	26	11	37	16	15	31	44
14	2		2	6	2	8	13	3	16	13	15	28	27
15		1	1	2		2	1	1	2	5	10	15	13
16			1	2		2	1	1	2	1	1	2	2
17	1		1										
18	1		1										
19	1		1										
20													
21													
Totals	426	323	749	213	169	382	261	193	454	189	192	381	239
*% of R.	43.66	43.34	43.52	61.97	54.43	58.63	59	49.22	54.84	56.61	60.41	58.53	60.66
% of N.	32.62	27.55	30.44	22.06	31.36	26.17	21.07	31.6	25.55	26.98	20.31	23.62	20.92
% of A.	23.7	29.1	26.03	15.96	14.2	15.18	19.92	19.17	19.6	16.4	19.27	17.84	18.41

AGE	GRADE VI			GRADE VII			GRADE VIII			TOTAL			% OF TOTAL	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
5 yrs.										25	21	46	54.34	45.65
6										81	75	156	51.92	48.07
7										177	115	292	60.61	39.38
8										179	159	338	52.95	47.04
9										172	157	329	52.27	47.72
10	5	2	7	1	3	4	1		1	188	148	336	55.95	44.04
11	23	15	38	3	8	11	2	4	6	172	148	320	53.75	46.25
12	12	22	44	18	11	29	4	6	10	151	126	277	54.51	45.48
13	20	24	44	10	18	28	6	14	20	114	121	235	48.5	51.48
14	13	14	27	19	17	36	7	20	27	87	84	171	50.87	49.12
15	9	14	23	10	14	24	10	17	27	45	62	107	42.05	57.94
16	2	3	5	3	1	4	5	4	9	16	11	27	59.25	40.74
17	2	2	4	1	2	3	1	3	4	5	7	12	41.66	58.33
18	1		1					3	3	2	3	5	40	60
19														
20														
21														
Totals	97	103	200	65	74	139	36	71	107	1414	1237	2651	53.33	46.66
*% of R.	48.45	55.33	52	50.76	45.94	48.2	44.44	38.02	40.18	52.97	51.09	52.09	54.23	45.76
% of N.	22.68	21.35	22	15.38	24.32	20.14	19.44	28.16	25.23	25.53	26.03	25.78	52.85	47.14
% of A.	28.86	23.3	26	33.84	29.72	31.65	36.11	33.8	34.57	21.49	22.87	22.14	51.78	48.21

Causes of Retardation:—Lack of opportunity, 451; ill health, 39; physically defective, 11; mentally defective, 14; lack of ability, 79; foreign birth, 222; indifference, 112; irregular attendance, 280; changing place of residence by parents, 95; frequent change of teachers, 53; lack of qualified teachers, 5; short terms, 22; school not in operation, 37.

* NOTE.—R-Retarded; N-Normal; A-Accelerated.

AGE, GRADE AND SEX CLASSIFICATION OF PUPILS. Grades I to VIII.

RURAL SCHOOLS—ELEMENTARY GRADES													
School Districts Nos. 2345-2623—(199 School Districts represented in Returns)—Organized during the year 1911													
AGE	KINDERGARTEN			GRADE I		GRADE II		GRADE III		GRADE IV		GRADE V	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Total
5 yrs.	30	31	64	1	3	4							
6	12	118	239	7	6	13	1	1	2				
7	145	111	256	36	40	76	8	11	19				
8	91	71	162	68	45	113	45	48	93	12	4	2	4
9	43	38	81	49	42	91	60	45	105	20	35	12	24
10	30	23	53	36	32	68	54	57	111	43	58	26	58
11	17	13	30	22	21	43	49	37	86	51	38	36	65
12	13	10	23	12	14	26	40	23	63	38	42	28	67
13	8	3	11	10	6	16	14	11	25	28	18	32	66
14	7	1	8	5	1	6	7	6	13	13	10	27	49
15	1	1	2	2	2	4	2	1	3	5	3	6	16
16		1	1	1	1	2	1		1		3	2	8
17													2
18													1
19													
20													
21													
Totals	509	422	931	250	210	460	282	241	523	210	211	171	360
*% of R.	41.25	38.38	39.95	55.2	55.23	55.21	59.57	56.43	58.11	64.28	54.02	55.55	58.05
% of N.	28.48	26.3	27.49	27.2	21.42	24.56	21.27	18.67	20.07	20.47	27.48	21.05	18.05
% of A.	30.25	35.3	32.54	17.6	23.33	20.21	19.14	24.89	21.79	15.23	18.48	23.39	23.88

AGE	GRADE VI			GRADE VII			GRADE VIII			TOTAL		% OF		TOTAL
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls	
5 yrs.										34	68	50	50	50
6										129	254	50.787	49.212	49.212
7										189	351	53.846	46.153	46.153
8										218	388	56.185	43.815	43.815
9	2	1	3							186	359	51.81	48.18	48.18
10	7	10	17		1	1				196	409	47.921	52.078	52.078
11	15	18	33	5	1	6	3			198	355	55.774	44.225	44.225
12	29	30	59	9	21	30	2	4	6	171	354	48.305	51.694	51.694
13	29	29	58	19	20	39	7	6	13	147	274	53.649	46.35	46.35
14	19	14	33	14	17	31	9	15	24	101	187	54.01	45.98	45.98
15	14	12	26	13	11	24	10	10	20	53	101	52.475	47.524	47.524
16	4	4	8	4	3	7	2	8	10	14	39	35.897	64.102	64.102
17	1	1	2	1	2	3	4	4	4	2	9	18.181	81.818	81.818
18	1	1	2	1	2	3	4	4	4	2	7	22.222	77.777	77.777
19										2	1	66.666	33.333	33.333
20										1642	3162	51.929	48.07	48.07
21										50.13	51.26	52.99	47	47
Totals	121	118	239	66	78	144	33	51	84	1520	3162	52.99	47	47
*% of R.	56.19	50	53.13	50	44.87	47.22	36.36	50.98	45.23	52.31	51.26	52.99	47	47
% of N.	23.96	25.42	24.68	28.77	25.64	27.07	27.27	29.41	28.57	24.9	23.22	53.67	46.32	46.32
% of A.	19.83	24.57	22.17	21.21	29.48	25.69	36.36	19.6	26.19	22.77	26.64	48.01	51.98	51.98

Causes of Retardation:—Lack of opportunity, 631; ill health, 29; physically defective, 5; mentally defective, 18; lack of ability, 88; foreign birth, 243; indifference, 73; irregular attendance, 331; changing place of residence by parents, 135; lack of qualified teachers, 7; frequent change of teachers, 10; short terms, 11; school not in operation, 49.

* NOTE.—R-Retarded; N-Normal; A-Accelerated.

Grades I to VIII.

AGE, GRADE AND SEX CLASSIFICATION OF PUPILS.

RURAL SCHOOLS—ELEMENTARY GRADES

School Districts Nos. 2624-2868—(156 School Districts represented in Returns)—Organized during the year 1912

AGE	KINDERGARTEN			GRADE I			GRADE II			GRADE III			GRADE IV			GRADE V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5 yrs.	20	18	38		1	1												
6	97	81	178	8	3	11	1			1								
7	95	68	163	26	32	58	8	10	18									
8	67	64	131	52	36	88	23	24	47				4	6	10			
9	38	23	61	36	26	62	46	42	88	18	17	35	37	45	82	2	4	6
10	25	25	50	34	15	49	50	4	95	37			10	14	24	10	14	24
11	4	7	11	20	15	35	41	31	72	31	18	49	27	24	51	27	24	51
12	13	6	19	15	9	24	27	19	46	37	16	53	24	16	40	24	16	40
13	5	4	9	13	6	19	17	9	26	22	19	41	20	19	39	20	19	39
14				7	3	10	10	10	20	6	12	18	16	7	23	16	7	23
15	1	2	3	4	1	5	6	1	7	6	4	10	5	7	12	5	7	12
16				1		2	4		4	2	2	3	2	1	3	2	1	3
17							1		1				1		1	1		1
18																		
19																		
20																		
21																		
Totals	365	298	663	216	147	363	234	191	425	163	139	302	107	92	199	63.55	54.34	59.29
*% of R.	41.91	43.95	42.83	60.18	51.02	56.47	66.66	60.2	63.76	63.8	51.07	57.94	63.55	54.34	59.29	63.55	54.34	59.29
% of N.	26.02	22.81	24.58	24.07	24.48	24.24	19.65	21.98	20.7	22.69	32.37	27.15	25.23	26.08	25.62	25.23	26.08	25.62
% of A.	32.05	33.22	32.57	15.74	24.48	19.28	13.67	17.8	15.52	13.49	16.54	14.9	11.21	19.56	15.07	11.21	19.56	15.07

AGE	GRADE VI			GRADE VII			GRADE VIII			TOTAL		% OF		TOTAL
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls	
5 yrs.										19	39	51.28	48.71	
6										84	190	55.78	44.21	
7										129	239	53.97	46.02	
8										146	276	52.89	47.1	
9		1	1			1				141	254	55.51	44.48	
10	6	6	12	1	2	3				163	315	51.74	48.25	
11	12	8	20	2	3	5		3	3	137	246	55.69	44.3	
12	22	27	49	4	10	14	2	6	8	144	253	56.91	43.08	
13	21	16	37	12	7	19	3	10	13	113	203	55.66	44.33	
14	8	16	24	12	11	23	4	14	18	64	139	46.04	53.95	
15	8	6	14	14	5	19	3	10	13	46	79	58.22	41.77	
16	2	1	3	1	3	4	4	5	9	16	28	57.14	42.85	
17	2	1	3	1		1		1	1	4	6	66.66	33.33	
18							1	1	2	2	3	66.65	33.33	
19														
20														
21										1	1			100
Totals	81	82	163	48	41	89	17	50	67	1231	2271	54.2	45.79	
% of R.	50.61	48.78	49.69	58.33	46.34	52.8	47.05	34	37.31	55.88	53.1	57.04	42.95	
% of N.	27.16	32.92	30.06	25	17.07	21.34	23.52	28	26.86	23.96	24.57	52.86	47.13	
% of A.	22.22	18.29	20.24	16.66	36.58	25.84	29.41	38	35.82	20.14	22.32	48.91	51.08	

Causes of Retardation:—Lack of opportunity, 520; ill health, 31; physically defective, 8; mentally defective, 18; lack of ability, 54; foreign birth, 180; indifference, 52; irregular attendance, 166; changing place of residence by parents, 90; lack of qualified teachers, 4; frequent change of teachers, 11; short terms, 18; school not in operation, 139.

* NOTE.—R-Retarded; N-Normal; A-Accelerated

AGE, GRADE AND SEX CLASSIFICATION OF PUPILS. Grades I to VIII.

RURAL SCHOOLS—ELEMENTARY GRADES																			
School Districts Nos. 2869-3085—(122 School Districts represented in Returns)—Organized during the year 1913																			
AGE	KINDERGARTEN			GRADE I			GRADE II			GRADE III			GRADE IV			GRADE V			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
5 yrs.				20	25	45													
6				84	50	134	6	6	12		1	1							
7				84	69	153	23	28	51		3	9	2		2				
8				47	41	88	44	42	86		13	28	2	3	5				
9				40	24	64	39	34	73		29	53	5	6	11	2	3	5	
10				22	15	37	23	24	47		24	60	21	23	44	10	3	13	
11				14	13	27	25	19	44		26	54	21	23	44	10	18	28	
12				14	7	21	9	2	11		19	38	21	24	45	17	19	36	
13				6	4	10	12	2	14		13	23	15	6	21	15	16	31	
14				2		2	3	3	6		6	9	11	11	22	11	5	16	
15				2	2	2	1	2	3		3	5	6	3	9	3	7	10	
16				1		1			1		1	1	1	2	3	5	2	7	
17														1	1	1		1	
18																			
19																	1	1	
20																			
21																			
Totals				335	248	584	186	162	348		151	130	281	105	102	207	74	74	148
*% of R.				44.04	41.93	43.15	60.75	53.08	57.18		70.19	64.61	67.61	71.42	68.62	70.04	70.27	67.56	68.91
% of N.				25.	27.82	26.19	23.65	25.92	24.71		15.89	22.3	18.86	20	22.54	21.25	13.51	24.32	18.91
% of A.				30.95	30.24	30.65	15.59	20.98	18.10		13.90	13.07	13.52	8.57	8.82	8.69	16.21	8.1	12.16

AGE	GRADE VI		GRADE VII		GRADE VIII		TOTAL		% OF		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
5 yrs.							20	25	44.44	55.55	
6							90	57	61.22	38.77	
7							115	100	53.48	46.51	
8		1					108	99	52.17	47.82	
9		2					110	97	53.14	46.85	
10	2	4					114	91	55.6	44.39	
11	3	6	1	1			102	106	49.03	50.96	
12			7	6		1	94	84	52.8	47.19	
13	12	10	6	7	3	1	82	56	59.41	40.57	
14	9	8	9	11	4	4	55	45	55	45	
15	5	6	3	3			28	30	48.27	51.72	
16	2	2	2	2	1	3	11	11	50	50	
17					1	2	3	3	50	50	
18											
19				1				1		100	
20								1		100	
21											
Totals	43	41	26	31	14	18	932	806	53.62	46.37	
% of R.	70	63.41	46.15	54.83	50	66.66	58.04	55.7	54.64	45.35	
% of N.	17.5	14.63	23.07	22.58	28.57	22.22	21.45	24.56	50.25	49.74	
% of A.	12.5	21.95	30.76	22.58	21.42	11.11	20.49	19.72	54.57	45.42	

Causes of Retardation:—Lack of opportunity, 502; ill health, 22; physically defective, 9; mentally defective, 29; lack of ability, 46; foreign birth, 189; indifference, 30; irregular attendance, 106; changing place of residence by parents, 107; school not in operation, 145; short terms, 19; frequent change of teachers, 30; lack of qualified teachers, 1.

* NOTE.—R-Retarded; N-Normal; A-Accelerated.

Grades I to VIII.

AGE, GRADE AND SEX CLASSIFICATION OF PUPILS.

RURAL SCHOOLS—ELEMENTARY GRADES

School Districts Nos. 3086-3207—(63 School Districts represented in Returns)—Organized during the year 1914

AGE	KINDERGARTEN			GRADE I			GRADE II			●GRADE III			GRADE IV			GRADE V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5 yrs.				5	22	31												
6				30	35	65	1		1									
7				38	32	70	5	4	9									
8				31	28	59	17	10	27	2	1	3						
9				25	18	43	14	13	27	4	6	10	1	2	3			
10				9	16	25	12	13	25	7	10	17		3	8	2	2	4
11				8	3	11	13	5	18	7	10	17		15	23	1	5	6
12				5	5	10	3	4	7	12	10	22		3	12	7	2	9
13				2	4	6	2	2	4	6	6	12		5	13	5	9	14
14				3	1	4	1	2	3	4	1	5		4	9	8	4	12
15				1	1	2	1	1	2	1	1	2		4	10	4	2	6
16				1	1	2						1		1	1	1	1	2
17												1		1	1	1	1	2
18																		
19																		
20																		
21																		
Totals	161	166	327	69	52	121	43	45	88	37	44	81	29	26	55	89.65	73.07	81.81
*% of R.	52.17	46.38	49.23	66.66	73.07	69.42	86.04	84.44	85.22	83.78	86.36	85.18	89.65	73.07	81.81			
% of N.	23.6	19.27	21.4	24.63	19.23	22.31	9.3	13.33	11.36	13.51	6.81	9.87	3.44	3.44	10.9			
% of A.	24.22	34.33	29.35	8.69	7.69	8.26	4.65	2.22	3.4	2.7	6.81	4.93	6.89	7.69	7.27			

AGE	GRADE VI			GRADE VII			GRADE VIII			TOTAL			% OF		TOTAL
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	
5 yrs.										9	22	31	29.03		70.96
6										31	35	66	46.96		53.03
7										43	36	79	54.43		45.56
8										50	40	90	55.55		44.44
9										44	39	83	53.01		46.98
10		2	2							35	46	81	43.2		56.79
11	2		2							39	38	77	50.64		49.35
12	3	2	5				1		1	40	26	66	60.6		39.39
13	4	3	7	3	5	8	1	3	4	28	38	66	42.42		57.57
14	2	11	13	2	2	4		2	2	25	26	51	49.01		50.98
15	6		6	2	5	7	1	1	2	18	17	35	48.57		51.42
16	2	3	5	2	3	5	3	1	4	8	10	18	44.44		55.55
17				2		2		1	1	3	4	7	42.85		57.14
18	1		1							1		1	100		
19															
20															
21															
Totals	23	21	41	9	15	24	6	8	14	374	377	751	49.8		50.19
*% of R.	75	80.95	78.04	65.66	66.66	66.66	66.66	37.5	50	66.57	63.66	65.11	50.92		49.07
% of N.	15	9.52	12.19	33.33	33.33	33.33	33.33	25	14.28	18.98	17.24	18.1	52.2		47.79
% of A.	10	9.52	9.75				33.33	37.5	35.71	14.43	19.09	16.77	42.85		57.14

Causes of Retardation:—Lack of opportunity, 342; ill health, 5; physically defective, 4; mentally defective, 7; lack of ability, 10; foreign birth, 58; indifference, 10; irregular attendance, 18; changing place of residence by parents, 71; lack of qualified teachers, 5; frequent change of teachers, 7; short terms, 9.

* NOTE.—R-Retarded; N-Normal; A-Accelerated

AGE, GRADE AND SEX CLASSIFICATION OF PUPILS. Grades I to VIII.

RURAL SCHOOLS—ELEMENTARY GRADES

School Districts Nos. 3028.....—(31 School Districts represented in Returns)—Organized during the year 1915, prior to month of October

AGE	KINDERGARTEN			GRADE I			GRADE II			GRADE III			GRADE IV			GRADE V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5 yrs.				5	5	10												
6				12	7	19												
7				15	13	28	3	1	4									
8				7	7	14	2	5	7	1	2	3						
9				9	7	16	5	2	7	2	5	7	1	1	2			
10				1	2	3	2	3	5	2		2	1		1			
11					1	1				3	5	8	3	3	6			
12							2	1	3	1	2	3	1	3	4	6	1	7
13					1	1	1		1			1		3	3	1	2	3
14										1		1				1		
15														1	1	1		1
16																		
17																		
18																		
19																		
20																		
21																		
Totals	49	43	92	15	12	27	10	14	24	7	11	18	8	3	11	100	100	100
*% of R	34.67	41.85	38.04	66.56	50	57.25	70	50	58.33	71.42	90.9	83.33	71.42	90.9	83.33	100	100	100
% of N.	30.61	30.23	30.43	13.33	41.66	25.92	20	35.71	29.16	14.28	14.28	5.55	14.28	14.28	5.55			
% of A.	34.69	27.9	31.52	20	8.33	14.81	10	14.28	12.5	14.28	9.09	11.11	14.28	9.09	11.11			

AGE	GRADE VI			GRADE VII			GRADE VIII			TOTAL			% OF TOTAL	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
5 yrs.										5	5	10	50	50
6										12	7	19	63.15	36.84
7										18	14	32	56.25	43.75
8										10	14	24	41.66	58.33
9										17	15	32	53.12	46.87
10		1	1							6	6	12	50	50
11		1	1							6	10	16	37.5	62.5
12				1	1	2				11	8	19	57.89	42.1
13	2	2	4		1	1				4	9	13	30.76	69.23
14	3	4	7	1	2	3				5	6	11	45.45	54.54
15				2	1	3				3	4	7	42.85	57.14
16			1	1		1				2	2	4	100	100
17	1									1		1	100	100
18														
19														
20														
21														
Totals	6	8	14	5	5	10			2	100	98	198	50.5	49.49
*% of R.	100	75	85.71	80	60	70			100	57	56.12	56.56	50.89	49.1
% of N.					20	10				20	24.48	22.22	45.45	54.54
% of A.		25	14.28	20	20	20				23	19.38	21.21	54.76	45.23

Causes of Retardation:—Lack of opportunity, 74; physically defective, 2; mentally defective, 1; lack of ability, 3; foreign birth, 11; indifference, 5; irregular attendance, 14; changing place of residence by parents, 12.

* NOTE.—R-Retarded; N-Normal; A-Accelerated.

COMPARATIVE STATEMENT.
ELEMENTARY GRADES, RURAL SCHOOL DISTRICTS.

When Districts were Organized	% of Boys Retarded.	% of Boys Normal.	% of Girls Accelerated.	% of Girls Retarded.	% of Girls Normal.	% of Girls Accelerated.	% of Pupils Retarded.	% of Pupils Normal.	% of Pupils Accelerated.	% of Retarded were Boys.	% of Retarded were Girls.	% of Normal were Boys.	% of Normal were Girls.	% of Accelerated were Boys.	% of Accelerated were Girls.	Number of Boys represented in Returns.	Number of Girls represented in Returns.	Number of Pupils represented in Returns.
1905 or before	30.05	27.50	22.44	46.04	28.60	25.38	48.11	28.03	23.85	53.64	46.35	50.57	49.42	48.51	51.48	5,396	5,069	10,465
1906.....	58.92	22.58	18.48	52.64	23.90	23.44	55.92	23.21	20.85	55.05	44.94	50.82	49.17	46.31	53.68	952	870	1,822
1907.....	49.59	26.81	23.58	41.29	26.89	31.81	45.80	26.84	27.34	58.85	41.14	54.28	45.71	46.89	53.10	992	833	1,825
1908.....	57.38	22.86	19.74	52.89	24.18	22.92	55.31	23.47	21.20	55.88	44.11	52.47	47.52	50.13	49.86	927	794	1,721
1909.....	52.96	23.28	23.74	49.90	25.52	24.57	51.45	24.38	24.15	52.14	47.85	48.36	51.63	49.80	50.19	1,078	1,050	2,128
1910.....	52.97	25.53	21.48	51.09	26.03	22.87	52.09	25.76	22.14	54.23	45.76	52.85	47.18	51.78	48.21	1,414	1,237	2,651
1911.....	52.31	24.90	22.77	50.13	23.22	26.64	51.26	24.09	24.63	52.99	47.00	53.67	46.32	48.01	51.88	1,642	1,520	3,162
1912.....	55.81	23.96	20.14	49.80	25.28	24.90	53.10	24.57	22.32	57.04	42.95	52.86	47.13	48.91	51.08	1,231	1,040	2,271
1913.....	58.04	21.45	20.49	55.70	24.56	19.72	56.96	22.89	20.13	54.64	45.35	50.25	49.74	54.57	45.42	932	806	1,738
1914.....	66.57	18.98	14.43	63.66	17.24	19.09	65.11	18.10	16.77	50.92	49.07	52.20	47.79	42.85	57.14	374	377	751
1915 up to Oct.	57.00	20.00	23.00	56.12	24.48	19.38	56.56	22.22	21.21	50.89	49.10	45.45	54.54	54.76	45.23	100	98	198
																15,038	13,694	28,732

A careful examination of this comparative statement reveals among many other important facts the following, which are of special significance in this particular connection.

It would be noted that there is a very considerable increase in the number of retarded pupils—both boys and girls—in the districts recently organized as compared with the districts organized prior to 1910. This is especially noticeable in those districts organized within the last three years. Many of the pupils in these districts have been resident in their respective districts for some years, and have had to await the formation of the local School District before they could get an opportunity to attend school.

The steps being taken by the Department of Education to make it possible to have a school in the district earlier in the period of its settlement than formerly will result in great benefits to such children. The provision of special additional financial assistance to the newly organized districts provided in the last readjustment of the system of Provincial school grants is having its effect also in helping such districts to keep their school in operation for longer terms.

In the returns from the rural district it should be noted that the percentage of the retarded pupils vary from 45.8% to 65.11%; the percentage of normal pupils varies from 18.1% to 28.03%; the percentage of accelerated pupils varies from 16.77% to 27.34%. Roughly speaking, 50% of the pupils in the rural schools are in the retarded group, 25% in the normal group, and 25% in the accelerated group.

It should be noted also that almost invariably there is a larger percentage of the boys retarded than there is of the girls, a smaller percentage of the boys normal than of the girls, and a smaller percentage of the boys accelerated than of the girls. Evidently the girls attend school more regularly, and are not withdrawn so early. The range of interests and the demands made upon the boys in rural districts is usually such as to interrupt to a greater extent the regularity of school work for the boys and to call them from school altogether at an earlier age than is the case with the girls.

It is interesting to note further that with one exception in each of the groups of districts represented in the preceding returns the number of boys attending school is greater than the number of girls.

CITY SCHOOLS—ELEMENTARY GRADES.

The returns from each of the four largest cities in the Province are given separately for purposes of comparison. No report was received from the Separate School Board in Edmonton, and in the report from the Public School Board at Edmonton no returns were given regarding the cause of the retardation.

Grades I to VIII.

AGE, GRADE AND SEX CLASSIFICATION OF PUPILS.

CITY SCHOOLS—ELEMENTARY
Edmonton Public School District

AGE	KINDERGARTEN			GRADE I			GRADE II			GRADE III			GRADE IV			GRADE V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5 yrs.	82	117	199															
6	10	10	20	382	390	772	12	9	21									
7				277	287	564	204	211	415									
8		1	1	95	93	188	208	229	437							1	1	2
9		1	1	20	15	35	143	119	262							8	14	22
10				4	5	9	49	44	93							61	67	128
11					2	2	17	25	42							121	127	248
12					1	1	7	4	11							109	103	212
13							3	2	5							67	59	126
14							2		2							18	17	35
15				1		1	2		2							10	4	14
16																1		1
17																		
18																		
19																		
20																		
21																		
Totals	92	129	221	777	793	1,572	647	643	1,290	559	495	1,054	450	452	902	396	392	788
*% of R.	10.86	15.53	9.9	15.4	14.62	15.06	34.46	30.17	32.33	42.93	40.4	41.74	47.33	41.81	44.56	51.76	46.68	49.33
% of N.	89.13	7.75	9.04	35.55	36.19	35.87	32.14	35.61	33.79	29.15	35.35	32.06	30.22	33.62	31.92	30.55	32.39	31.47
% of A.		90.69	90.04	49.03	49.18	49.11	33.38	34.21	33.79	27.9	24.24	26.18	22.44	24.55	23.50	17.67	20.91	19.29

AGE	GRADE VI			GRADE VII			GRADE VIII			TOTAL		% OF TOTAL	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Girls
5 yrs.										82	117	199	58.79
6										404	409	813	49.69
7										499	509	1008	49.50
8										457	446	903	50.60
9										420	422	842	49.88
10		24	38			1				402	410	812	49.50
11	14	66	120	17		22				372	412	784	47.45
12	81	96	177	43		39		6	8	363	334	697	52.08
13	90	95	185	80		75		23	40	335	324	659	50.83
14	40	39	79	53		48		63	122	181	183	364	49.72
15	8	10	18	14		37		74	133	78	93	171	45.67
16		1	1	3		6		53	94	13	24	37	35.13
17				2		1		16	25	4	6	10	60
18						1		5	6	2	2	2	100
19						1		1	1		1	1	100
20													
21													
Totals	287	331	618	212	216	428	188	241	429	3610	3692	7302	49.43
*% of R.	48.03	43.8	45.79	33.96	36.57	35.28	27.12	31.12	29.37	34.95	32.04	33.48	51.61
% of N.	28.22	29.003	28.64	37.73	34.72	36.21	31.38	30.7	31.00	31.44	33.17	32.31	48.09
% of A.	23.69	27.19	25.56	28.3	28.7	28.50	41.48	38.17	39.62	33.6	34.77	34.19	48.57

* NOTE.—R-Retarded; N-Normal; A-Accelerated.

Grades I to VIII.

AGE, GRADE AND SEX CLASSIFICATION OF PUPILS.

CITY SCHOOLS—ELEMENTARY
Calgary Public School District

AGE	KINDERGARTEN			GRADE I			GRADE II			GRADE III			GRADE IV			GRADE V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5 yrs.																		
6				444	438	882	6	7	13									
7				370	326	696	159	182	341	3	9	12						
8				134	86	220	268	257	525	112	104	216	16	10	26			
9				27	26	53	116	99	215	224	182	406	81	84	165	11	17	28
10				12	8	20	52	29	81	152	118	270	138	167	305	67	78	145
11				1	5	6	20	19	39	48	47	95	131	104	235	132	144	276
12				2	6	8	7	5	12	28	12	40	81	65	146	103	103	206
13				1	4	5	4	1	5	20	9	29	41	33	74	65	58	123
14							2	2	4	5	1	6	10	8	18	22	15	37
15					1	1	1		1	1		1	1		1	4	6	10
16																1		1
17																		
18																		
19																		
20																		
21																		
Totals	991	900	1,891	635	601	1,236	593	482	1,075	499	471	970	405	421	826			
*% of R.	17.8	15.1	16.4	31.8	25.7	28.8	42.8	38.7	40.7	52.9	44.5	48.7	48.1	43.2	45.6			
% of N.	37.3	36.2	36.8	42.2	42.7	42.4	37.7	37.7	37.7	27.6	35.4	31.5	32.5	34.2	33.4			
% of A.	44.8	48.6	46.7	25.9	31.4	28.6	19.3	23.4	21.3	19.4	19.9	19.6	19.2	22.5	20.8			

AGE	GRADE VI			GRADE VII			GRADE VIII			TOTAL		% OF	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls
5 yrs.													
6													
7													
8													
9		2	3										
10	1	17	37	3	2	5							
11	2	55	102	19	15	34							
12	47												
13	92	59	191	49	60	109	18	21	39	380	371	50.6	49.4
14	100	88	188	72	88	160	51	38	89	354	319	52.6	47.4
15	27	34	61	61	73	134	59	82	141	186	215	46.4	53.6
16	18	10	28	27	25	52	51	56	107	103	97	51.5	48.5
17	1	1	2	4	5	9	13	21	34	19	28	40.4	59.6
18	1		1	1	3	4	4	2	6	6	5	54.6	45.4
19					1	1		1	1		2		100
20													
21													
Totals	307	306	613	236	272	508	201	226	427	3867	3679	51.3	48.7
% of R.	47.8	43.4	45.6	39.4	39.3	39.3	33.8	35.5	34.6	36.2	32.3	54.05	45.94
% of N.	29.9	32.3	31.1	30.5	32.3	31.4	29.3	36.2	32.8	35	36.5	50.18	49.81
% of A.	22.1	24.1	23.1	30	28.3	29.1	36.8	28.3	32.5	28.07	31	49.29	50.70

Causes of Retardation:—Lack of opportunity, 498; ill health, 210; physically defective, 55; mentally defective, 49; lack of ability, 694; foreign birth, 300; indifference, 167; irregular attendance, 184; changing place of residence by parents, 433. Total 2,590.

* NOTE.—R-Retarded; N-Normal; A-Accelerated.

Grades I to VIII.

AGE, GRADE AND SEX CLASSIFICATION OF PUPILS.

CITY SCHOOLS—ELEMENTARY
Calgary Separate School District

AGE	KINDERGARTEN			GRADE I			GRADE II			GRADE III			GRADE IV			GRADE V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5 yrs.				13	7	20												
6				31	29	60	1		1									
7				30	40	70	6	18	24	2		2						
8				12	6	18	15	35	50	6	6	12						
9	1	5	6				6	19	25	18	21	39	6	3	9			
10	1		1				5	8	13	18	19	37	15	22	37	3	5	8
11							1	2	3	10	5	15	14	17	31	9	13	22
12																		
13																		
14																		
15																		
16																		
17																		
18																		
19																		
20																		
21																		
Totals	83	87	175	34	84	118	63	55	118	51	56	107	39	38	77			
*% of R.	15.90	12.60	14.30	35.30	37	35.40	58.7	50.9	55.1	58.8	55.3	57	69.2	52.6	61			
% of N.	34.10	46	40	44.10	41.60	42.40	28.6	38.1	33	29.4	39.2	34.5	23	34.2	28.5			
% of A.	50	41.40	45.70	20.60	21.40	21.20	12.7	11	11.9	11.8	5.5	8.5	7.8	13.2	10.5			

AGE	GRADE VI			GRADE VII			GRADE VIII			TOTAL		% OF TOTAL	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls
5 yrs.										13	7	65	35
6										32	29	52.45	47.54
7										38	58	39.58	60.41
8										33	47	41.25	58.75
9		1	1							31	49	38.75	61.25
10		1	1							42	55	43.29	56.7
11	3	6	9		3	3				37	46	44.57	55.42
12	7	9	16	4	5	9				36	37	49.31	50.68
13	8	9	17	5	10	15	2	4	6	33	33	50	50
14	3	3	6	2	11	13	9	7	16	19	23	45.23	54.76
15	2	4	6		6	6	2	4	6	7	17	29.16	70.83
16	1		1		1	1	1	5	6	3	6	33.33	66.66
17				1	1	2		3	3	1	6	14.28	85.71
18								1	1		1		100
19													
20							1		1	1	1	100	
21													
Totals	24	33	57	12	37	49	15	24	39	326	414	44.05	55.94
*% of R.	58.3	48.5	52.6	25	51.3	44.9	26.6	54.1	43.6	43.3	40.1	45.48	54.51
% of N.	29.2	27.3	28.1	41.7	27.3	30.6	60	29.1	41	33.2	37.8	40.75	59.24
% of A.	12.5	24.2	19.3	33.3	21.7	24.5	13.3	16.8	15.4	23.5	21.1	46.66	53.33

Causes of Retardation:—Lack of opportunity, 31; ill health, 19; physically defective, 13; mentally defective, 22; lack of ability, 49; foreign birth, 50; indifference, 16; irregular attendance, 48; changing place of residence by parents, 69.

* NOTE.—R-Retarded; N-Normal; A-Accelerated.

AGE	GRADE VI			GRADE VII			GRADE VIII			TOTAL		% OF TOTAL	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls
5 yrs.										32	37	46.37	53.62
6										62	50	55.35	44.63
7										99	90	52.38	47.61
8										76	79	49.03	50.96
9										98	91	51.85	48.14
10	1	4	5	1	1	2			1	85	70	54.83	45.16
11	16	14	30	4	3	7			1	67	75	47.18	52.81
12	23	27	50	7	13	20			5	65	83	43.91	56.08
13	21	18	39	10	10	20			14	51	54	48.57	51.42
14	9	9	18	8	5	13			11	33	30	52.38	47.61
15	3	1	4	7	3	10			7	18	9	66.66	33.33
16	1	1	2	3	2	5			4	8	7	53.33	46.66
17									3		3	100	
18									1	1	1		
19													
20													
21													
Totals	74	74	148	40	37	77			39	695	678	50.61	49.38
*% of R.	45.94	39.18	42.56	45	27.02	36.36			25	34.82	30.38	54.01	45.98
% of N.	31.08	35.48	33.78	25	27.02	25.97			29.54	37.55	39.08	49.61	50.38
% of A.	22.97	24.32	23.64	30	45.94	37.66			45.45	27.62	30.53	48.12	51.87

Causes of Retardation:—Lack of opportunity, 92; ill health, 47; physically defective, 23; mentally defective, 15; lack of ability, 111; foreign birth, 34; indifference, 38; irregular attendance, 59; changing place of residence by parents, 34.

* NOTE.—R-Retarded; N-Normal; A-Accelerated.

AGE	GRADE VI			GRADE VII			GRADE VIII			TOTAL		% OF TOTAL	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls
5 yrs.										2	3	40	60
6										23	24	47	51.06
7										21	18	39	46.15
8										27	28	55	50.90
9										17	34	51	66.66
10										33	19	52	36.53
11	1		1							14	24	38	63.15
12	4	6	10							18	20	38	52.63
13	2	3	5		1	1				10	10	20	50
14	1	2	3				1	2		2	5	7	71.42
15	1		1	1	3	4				2	3	5	60
16					2	2		2			4	40	100
17													
18													
19													
20													
21													
Totals	9	11	20	1	6	7	3	4	7	169	192	361	53.18
*% of R.	44.44	45.45	45	100	83.33	85.71			28.57	59.17	54.16	56.5	50.98
% of N.	44.44	54.54	50		16.66	14.28	33.33	50	42.85	28.99	38.54	34.07	60.16
% of A.	11.11		5				66.66		28.57	11.83	7.29	9.41	41.17

Causes of Retardation:—Lack of opportunity, 8; ill health, 6; physically defective, 5; lack of ability, 7; foreign birth, 152; indifference, 4; irregular attendance, 9; changing place of residence by parents, 13.

* NOTE.—R-Retarded; N-Normal; A-Accelerated.

AGE	GRADE VI			GRADE VII			GRADE VIII			TOTAL			% OF TOTAL	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
5 yrs.														
6														
7														
8														
9														
10	7	7	14		3	3				31	20	51	60.78	39.21
11	17	19	35	5	13	18	3			100	106	206	48.54	51.45
12	22	32	54	14	13	27	8	1	4	102	117	219	46.57	53.42
13	19	20	39	32	27	59	13	15	28	110	120	230	47.82	52.17
14	7	6	13	9	18	27	17	24	41	82	86	168	48.8	51.19
15	2	3	5	3	8	11	13	13	26	92	78	170	54.11	45.88
16				1	3	4	1	5	6	82	83	165	49.69	50.3
17														
18														
19														
20														
21														
Totals	74	87	161	64	85	149	56	66	122	832	857	1689	49.25	50.74
*% of R.	37.83	33.33	35.40	20.31	34.11	28.18	26.78	31.81	29.5	28.12	27.77	27.94	49.57	50.42
% of N.	29.72	36.78	33.54	50	31.76	39.59	30.35	36.36	33.6	34.61	30.68	32.62	52.26	47.73
% of A.	32.43	29.88	31.05	29.68	34.11	32.21	42.85	31.81	36.88	37.25	41.54	39.43	45.54	53.45

Causes of Retardation:—Lack of opportunity, 161; ill health, 67; physically defective, 11; mentally defective, 3; lack of ability, 69; foreign birth, 61; indifference, 16; irregular attendance, 17; changing place of residence by parents, 67.

* NOTE.—R-Retarded; N-Normal; A-Accelerated.

Grades I to VIII.

AGE, GRADE AND SEX CLASSIFICATION OF PUPILS.

CITY SCHOOLS—ELEMENTARY
St. Louis Roman Catholic Separate School District, Medicine Hat

AGE	KINDERGARTEN			GRADE I			GRADE II			GRADE III			GRADE IV			GRADE V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5 yrs.	5	8	13															
6	4	5	9															
7	5	4	9															
8		1	1										1		1			
9		1	1										3	1	4			
10		1	1										2	1	3			
11													3		3			
12													2		2			
13																		
14																		
15																		
16																		
17																		
18																		
19																		
20																		
21																		
Totals	14	20	34	6	8	14	5	3	5	11	2	13						
*% of R.		15	8.82	66.66	12.5	35.71		33.33	40	45.45		38.46						
% of N.	35.71	20	26.47	33.33	50	42.85		66.66	60	18.18		23.07						
% of A.	64.23	65	64.7		37.5	21.42				36.36		38.46						

AGE	GRADE VI			GRADE VII			GRADE VIII			TOTAL		% OF TOTAL	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls
5 yrs.										5	8	38.46	61.53
6										4	5	44.44	55.55
7										5	7	41.66	58.33
8		1	1							3	5	37.50	62.50
9	3	3	6							6	6	50	50
10	1	4	5							7	3	70	30
11	2	1	3							5	3	62.50	37.50
12	2	1	3	2		2				6	1	85.71	14.28
13	1		1	3	1	4				4	1	80	20
14							1	4	5	1	4	20	80
15				1	1	2		1	1			33.33	66.66
16													
17													
18													
19													
20													
21													
Totals	7	5	12	6	2	8	1	5	6	47	45	51.08	48.91
*% of R.	14.23		8.33	16.66	50	25		20	16.66	25.53	15.55	63.15	36.84
% of N.	28.57	20	25	50	50	50	100	80	83.33	34.04	37.77	48.43	51.51
% of A.	57.14	80	66.66	33.33		25				40.42	46.66	47.5	52.5

Causes of Retardation:—Lack of opportunity, 6; foreign birth, 2; indifference, 5; irregular attendance, 2; changing place of residence by parents, 4.

* NOTE.—R-Retarded; N-Normal; A-Accelerated.

COMPARATIVE STATEMENT.
ELEMENTARY GRADES, CITY SCHOOL DISTRICTS.

District.	% of Boys Retarded.	% of Boys Normal.	% of Boys Accelerated.	% of Girls Retarded.	% of Girls Normal.	% of Girls Accelerated.	% of Pupils Retarded.	% of Pupils Normal.	% of Pupils Accelerated.	% of Retarded Pupils that were Boys.	% of Retarded Pupils that were Girls.	% of Normal Pupils that were Boys.	% of Normal Pupils that were Girls.	% of Accelerated Pupils that were Boys.	% of Accelerated Pupils that were Girls.	Number of Boys Represented in Returns.	Number of Girls Represented in Returns.	Number of Pupils Represented in Returns.
Edmonton Public	34.95	31.44	33.60	32.04	33.17	34.77	33.48	32.31	34.19	51.61	48.38	48.09	51.90	48.57	51.42	3,610	3,692	7,302
Calgary Public...	36.20	35.00	28.07	32.30	36.50	31.00	34.30	35.80	29.90	54.05	45.94	50.18	49.81	49.29	30.70	3,867	3,679	7,546
Calgary Separate	43.30	33.20	23.50	40.10	37.80	21.10	42.00	36.00	22.00	45.48	54.51	40.75	59.24	46.66	53.33	325	414	740
Lethbridge Public	34.82	37.55	27.62	30.38	39.08	30.53	32.62	38.31	29.06	54.01	45.98	49.61	50.38	48.12	51.87	695	678	1,373
Lethbridge Sep.	59.17	28.99	11.83	54.16	38.54	7.29	56.50	34.07	9.41	49.01	50.98	39.83	60.16	58.82	41.17	169	492	361
Med. Hat Public	28.12	34.61	37.25	27.77	33.68	41.54	27.94	32.62	39.43	49.57	50.42	52.26	47.73	46.54	53.45	832	857	1,689
Med. Hat Separate	25.53	34.04	40.42	15.55	37.77	46.66	20.65	35.86	43.47	63.15	36.84	48.48	51.51	47.50	52.50	47	45	92

In studying this comparative table the following points should be noted:

(1) In Medicine Hat, in the Schools of both the Public and Separate School Districts, the percentage of pupils retarded is considerably lower, and the percentage of pupils accelerated is considerably higher than is the case in the schools of the other districts.

(2) When it is considered that each district is free to classify and promote its pupils up to Grade VIII. without any Provincial examinations it is somewhat remarkable to find such a close correspondence between the figures of the Public School Districts of Lethbridge, Calgary and Edmonton. On the whole there appears to be a slightly lower percentage of retarded pupils and a slightly higher percentage of accelerated pupils in the schools of the Edmonton Public School District than is the case in the corresponding districts in Calgary and Lethbridge.

(3) The contrast between Medicine Hat and the other districts is due probably to the special system of grading in vogue in Medicine Hat, and to the special attention which the Superintendent of Schools has been giving to the brighter and more promising pupils in the way of facilitating their progress through the grades.

(4) The higher percentage of retarded pupils and the lower percentage of accelerated pupils present in the schools of the Separate School Districts in Calgary and Lethbridge, is in large measure explained by the fact that a larger percentage of the pupils in attendance at these schools are of foreign-speaking parentage than is the case in the Public School District. In Lethbridge, in addition to the language handicap a large number of the pupils in attendance at the Separate School are the children of non-English speaking coal miners who are unable to give all of their children the full advantage of schooling and who, in many cases, do not appreciate the advantages of an education.

(5) As was the case in the rural districts the girls are, on the whole, in advance of the boys from the standpoint of retardation and acceleration.

(6) It is interesting to note that the number of boys and the number of girls in attendance at the City schools is practically the same.

SUMMATED STATEMENTS—ELEMENTARY GRADES, RURAL, VILLAGE, TOWN,
AND CITY SCHOOL DISTRICTS.

In order to be able to compare the situation in the rural, village, town and city school districts, the returns from the districts falling within these respective groups were summated. The summated statements are given herewith.

Grades I to VIII.

AGE, GRADE AND SEX CLASSIFICATION OF PUPILS.

SUMMATED STATEMENT—ELEMENTARY SCHOOLS—RURAL
(1688 Rural School Districts represented in Returns)

AGE	KINDERGARTEN			GRADE I			GRADE II			GRADE III			GRADE IV			GRADE V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5 yrs.	210	242	452	1	5	6												
6	983	900	1,883	57	49	106				5	8	13				1		1
7	1,340	1,009	2,349	312	337	649				77	83	160	8		11	7	5	12
8	880	738	1,618	584	551	1,135				341	325	666	60	68	128	65	51	116
9	511	350	861	510	398	908				515	510	1,025	238	289	527	203	210	413
10	265	215	480	326	269	595				546	462	1,008	416	472	888	319	321	640
11	141	105	246	221	147	368				388	326	714	420	420	840	338	327	665
12	93	72	170	124	79	203				282	189	471	372	346	718	264	264	528
13	52	41	93	76	44	120				152	99	251	244	183	427	174	111	285
14	25	6	31	31	24	55				90	42	132	121	90	211	71	54	125
15	7	5	12	17	4	21				25	12	37	56	49	105	24	14	38
16	3	2	5	4	1	5				11	3	14	16	12	28	7	7	14
17	2	2	4	1		1				1		1	1	1	4	1	1	2
18	1														1			
19				1		1						2		1	1			1
20																		
21																		
Totals	4,518	3,687	8,205	2,265	1,908	4,173				2,434	2,060	4,494	1,952	1,937	3,889	1,474	1,366	2,840
*% of R.	43.93	4.65	42.91	57.88	50.62	54.56				61.46	55.04	58.52	63.01	57.04	60.04	59.63	57.02	58.38
% of N.	29.65	27.35	28.62	25.78	28.87	27.19				21.15	24.75	22.8	21.31	24.36	22.83	21.64	23.49	22.53
% of A.	26.4	30.97	28.45	16.33	20.49	18.23				17.37	20.19	18.66	15.67	18.58	17.12	18.72	19.47	19.08

AGE	GRADE VI			GRADE VII			GRADE VIII			TOTAL			% OF TOTAL	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
5 yrs										211	247	458	46.06	53.93
6										1045	957	2002	52.19	47.8
7										1738	1432	3170	54.82	45.17
8										1873	1688	3561	52.59	47.4
9	1	16	17	1	1	2				1848	1615	3463	53.36	46.63
10	8	88	96	9	19	28				1838	1738	3576	51.39	48.6
11	72	190	262	53	61	114	1	3	4	1748	1597	3345	52.25	47.74
12	193						13	27	40					
13	274	301	575	137	160	297	67	74	141	1692	1548	3240	52.22	47.77
14	277	277	554	182	191	373	131	176	307	1378	1275	2653	51.94	48.05
15	177	198	375	166	178	344	154	212	366	938	861	1799	52.14	47.85
16	89	97	186	104	87	191	100	176	276	469	484	953	49.21	50.78
17	32	24	56	34	27	61	64	81	145	188	164	352	53.4	46.59
18	12	6	18	11	11	22	17	32	49	51	61	112	45.53	54.46
19	5	1	6	4	4	8	3	13	16	15	20	35	42.85	57.14
20		1	1		3	3	3		3	3	4	7	42.85	57.14
21							1		1	3	3	6	50	50
Totals	1143	1199	2339	701	743	1444	554	794	1348	15038	13694	28732	52.33	47.66
*% of R.	51.92	50.37	51.13	45.5	41.72	43.55	33.93	38.03	36.35	53.19	49.18	51.28	54.28	45.71
% of N.	24.03	25.1	24.58	25.96	25.7	25.83	27.79	26.7	27.15	25.16	26.04	25.58	51.47	48.52
% of A.	24.03	24.52	24.28	28.53	32.57	30.6	38.26	35.26	36.49	21.63	24.76	23.12	48.96	51.03

Causes of Retardation:—Lack of opportunity, 4,240; ill health, 451; physically defective, 148; mentally defective, 160; lack of ability, 940; foreign birth, 2,252; indifference, 871; irregular attendance, 2,923; changing place of residence by parents, 1,219; frequent change of teachers, 539; short terms, 180; lack of qualified teachers, 185; schools not in operation, 536.

• NOTE.—R-Retarded; N-Normal; A-Accelerated.

Grades I to VIII.

AGE, GRADE AND SEX CLASSIFICATION OF PUPILS.

SUMMATED STATEMENT—ELEMENTARY SCHOOLS—VILLAGE
(112 Village School Districts represented in Returns)

AGE	KINDERGARTEN			GRADE I			GRADE II			GRADE III			GRADE IV			GRADE V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5 yrs.				52	49	101												
6	283	260	543				6	4	10									
7	357	290	647				83	98	181	10	19	29						
8	162	142	304				162	160	322	57	46	103				2	1	3
9	80	58	138				110	92	202	119	112	231				15	14	29
10	28	22	50				64	54	118	108	83	191				56	75	131
11	15	12	27				36	30	66	68	55	123				85	71	156
12	3	5	8				16	17	33	44	27	71				70	83	153
13	3	2	5				8	7	15	34	9	43				39	43	82
14	2	2	4				5	2	7	8	4	12				19	18	37
15							2	2	4	2	2	4				14	9	23
16							1	1	2							1	2	3
17																1	1	2
18																		
19																1		1
20																		
21																		
Totals	985	842	1,827	493	467	960				450	357	807	352	350	702	303	318	621
*% of R.	29.74	28.85	29.33	49.08	43.89	45.56				58.66	50.42	55.01	57.95	48.28	53.13	47.85	49.37	48.63
% of N.	36.24	34.44	35.41	32.86	34.26	33.54				26.44	31.37	28.62	23.86	30	26.92	28.05	22.32	25.12
% of A.	34.01	36.69	35.24	18.05	21.84	19.89				14.88	18.2	16.35	18.18	21.71	19.94	24.09	28.3	26.24

Grades I to VIII.

AGE, GRADE AND SEX CLASSIFICATION OF PUPILS.

SUMMATED STATEMENT—ELEMENTARY SCHOOLS—TOWN
(61 Town School Districts represented in Returns)

AGE	KINDERGARTEN			GRADE I			GRADE II			GRADE III			GRADE IV			GRADE V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5 yrs.	179	214	393	5	53	105		1	1									
6	101	128	229	1,353	1,343	2,696	28	35	63									
7	28	21	49	1,193	1,155	2,348	563	628	1,191									
8	6	11	17	49	385	875	817	842	1,666									
9	2	6	8	125	121	246	483	420	903									
10	4	2	6	55	37	92	206	148	354									
11		1	1	7	13	20	83	67	150									
12				8	11	19	39	23	62									
13				5	5	10	14	10	24									
14				2	1	3	6	5	11									
15				1	1	2	3	3	6									
16					1	1	1	1	1									
17							1	1	1									
18																		
19																		
20																		
21																		
Totals	320	383	703	3,291	3,125	6,416	2,244	2,186	4,430	2,084	1,906	3,990	1,768	1,765	3,533	1,446	1,418	2,864
*% of R.	12.5	10.7	11.52	21.05	18.36	19.74	37.25	30.78	34.06	45.63	41.71	43.75	50.22	44.81	47.52	51.59	45.69	48.67
% of N.	31.56	33.42	32.57	36.25	36.96	36.59	36.4	38.83	37.6	33.63	35.83	34.68	29.58	32.74	31.16	30.35	32.08	31.21
% of A.	55.93	55.87	55.9	42.69	44.67	43.65	26.33	30.37	24.32	20.72	22.45	21.55	20.19	22.43	21.31	18.04	22.21	20.11

AGE	GRADE VI			GRADE VII			GRADE VIII			TOTAL			% OF TOTAL	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
5 yrs.														
6										231	268	499	46.29	53.7
7										1482	1506	2988	49.59	50.4
8										1836	1848	3684	49.83	50.16
9										1757	1676	3433	51.17	48.82
10	3	6	9							1644	1651	3295	49.89	50.1
11	71	78	149	6	10	16	2	1	3	1606	1552	3158	50.85	49.14
12	214	245	459	64	76	140	9	21	30	1482	1502	2984	49.65	50.33
13	327	374	701	181	199	380	23	18	41	1355	1288	2643	51.26	48.73
14	327	315	642	292	296	588	208	227	435	1257	1197	2454	51.22	48.77
15	153	148	301	198	212	410	235	294	529	752	769	1521	49.44	50.55
16	59	56	115	103	98	201	174	211	385	385	400	785	49.04	50.95
17	13	7	20	25	35	61	56	101	157	105	150	255	41.17	58.82
18	4		4	6	9	15	15	26	41	29	39	68	42.64	57.35
19		2	2		2	2	1	9	10	1	13	14	7.14	92.85
20							1	1	1	1	1	2	50	50
21							3	1	4	3	1	4	75	25
Totals	1171	1231	2402	875	938	1813	728	509	1637	13927	13861	27788	50.11	49.88
% of R.	47.48	42.89	45.12	37.94	38.05	38.003	34.47	38.28	36.59	38.005	34.304	36.15	52.67	47.32
% of N.	27.92	30.38	29.18	33.37	31.55	32.43	32.28	32.34	32.31	33.23	34.71	33.97	49.02	50.97
% of A.	24.59	26.72	25.68	28.68	30.38	29.56	33.24	29.37	31.09	28.76	30.97	29.85	48.26	51.73

Causes of Retardation:—Lack of opportunity, 1,605; ill health, 571; physically defective, 187; mentally defective, 128; lack of ability, 1,427; foreign birth, 1,194; indifference, 477; irregular attendance, 810; changing place of residence by parents, 1,068.

* NOTE.—R-Retarded; N-Normal; A-Accelerated.

Grades I to VIII.

AGE, GRADE AND SEX CLASSIFICATION OF PUPILS.

SUMMATED STATEMENT—ELEMENTARY SCHOOLS—CITY
(Seven out of the Ten City School Districts represented in Returns) †

AGE	KINDERGARTEN			GRADE I			GRADE II			GRADE III			GRADE IV			GRADE V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5 yrs.	142	170	312	23	22	45	22	23	45									
6	52	64	116	1,001	981	1,982	435	499	934									
7	10	3	13	815	778	1,593	588	624	1,212									
8	1	3	4	307	243	550	315	282	597									
9		1	1	69	69	138	123	98	221									
10		1	1	3)	17	47	42	51	93									
11				1	7	8	20	15	35									
12				2	7	9	7	6	13									
13				3	4	7	5	3	8									
14				2		2	3		3									
15																		
16																		
17																		
18																		
19																		
20																		
21																		
Totals	205	242	447	2,253	2,129	4,382	1,560	1,601	3,161	1,455	1,274	2,729	1,233	1,208	2,441	984	991	1,975
*% of R.	5.36	3.30	4.25	18.37	16.34	17.38	33.01	28.41	30.68	43.29	39.71	41.62	49.05	43.45	45.29	50.71	44.90	47.79
% of N.	25.36	26.44	25.95	36.17	36.54	36.35	37.69	38.97	33.34	34.02	35.71	34.81	30.08	33.52	31.79	30.58	33.50	32.05
% of A.	69.26	70.24	69.79	45.45	47.11	46.25	29.29	32.60	30.97	22.68	24.56	23.55	20.84	23.01	21.91	18.69	21.59	20.15

AGE	GRADE VI		GRADE VII		GRADE VIII		TOTAL		% OF TOTAL	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls
5 yrs.							165	192	46.21	53.78
6							1075	1068	50.16	49.83
7							1296	1316	49.61	50.38
8							1236	1182	51.11	48.88
9	1	4	5				1114	1098	50.36	49.63
10	45	53	98	4	7	11	1106	1054	51.20	48.79
11	13	163	302	45	56	101	979	1037	48.56	51.43
12	231	270	501	119	130	249	950	927	50.61	49.38
13	241	233	474	202	212	414	872	813	51.75	48.24
14	87	93	180	133	155	288	456	515	47.50	52.49
15	34	28	62	53	69	122	228	249	47.79	52.20
16	3	3	6	11	19	30	45	77	36.88	63.11
17	1		1	4	5	9	12	20	37.50	62.50
18					2	2	1	1	12.50	87.50
19								1		100
20								1	50	50
21								1		
Totals	782	847	1629	571	655	1226	9546	9557	49.97	50.02
*% of R.	46.80	42.14	44.38	35.20	38.16	36.78	35.52	32.40	52.26	47.73
% of N.	29.53	31.87	30.75	35.37	32.36	33.76	33.64	35.01	43.97	51.02
% of A.	23.65	25.97	24.85	29.42	29.46	29.44	30.82	32.58	48.58	51.41

Causes of Retardation (returns from six districts only):—Lack of opportunity, 796; ill health, 349; physically defective, 107; mentally defective, 89; lack of ability, 930; foreign birth, 599; indifference, 246; irregular attendance, 319; changing place of residence by parents, 620

* NOTE.—R-Retarded; N-Normal; A-Accelerated.

† There are two school districts in each five cities, namely, the Public and the Separate School Districts.

COMPARATIVE STATEMENT.
ELEMENTARY SCHOOLS—RURAL, VILLAGE, TOWN AND CITY SCHOOL DISTRICTS.

Kind of District.	% of Boys Retarded.	% of Boys Normal.	% of Boys Accelerated.	% of Girls Retarded.	% of Girls Normal.	% of Girls Accelerated.	% of Pupils Retarded.	% of Pupils Normal.	% of Pupils Accelerated.	% of Retarded Pupils that were Boys.	% of Retarded Pupils that were Girls.	% of Normal Pupils that were Boys.	% of Normal Pupils that were Girls.	% of Accelerated Pupils that were Boys.	% of Accelerated Pupils that were Girls.	Number of Boys represented in Returns.	Number of Girls represented in Returns.	Number of Pupils represented in Returns.
Rural	53.19	25.16	21.16	49.18	26.04	24.76	51.28	25.58	23.12	54.28	45.71	51.47	48.52	48.96	51.03	15,038	13,694	28,732
Villages	44.14	30.60	25.25	40.59	31.70	27.70	42.44	31.13	26.42	54.10	45.89	51.12	48.87	49.69	50.30	3,196	2,949	6,145
Towns	38.00	33.23	28.76	34.30	34.71	30.97	36.15	33.97	29.86	52.67	47.32	49.02	50.97	48.26	51.73	13,927	13,861	27,788
Cities	35.52	33.64	30.82	32.40	35.01	32.58	33.96	34.32	31.70	52.26	47.73	48.97	51.02	48.58	51.41	9,546	9,557	19,103
																41,707	40,061	81,768

An examination of this comparative statement shows that as one passes from the rural districts to the village districts and then to the town districts, and from the town districts to the city districts, the percentage of retarded pupils gradually becomes lower and the percentage of the normal and accelerated pupils correspondingly becomes higher.

CAUSES OF RETARDATION.
COMPARATIVE STATEMENT.
ELEMENTARY GRADES—RURAL, VILLAGE, TOWN, AND CITY SCHOOL DISTRICTS.

Kind of District.	Mentally Defective.	Physically Defective.	Lack of Opportunity.	Irregular Attendance.	Frequent Change of Teacher.	Changing Place of Residence.	Ill Health.	Foreign Birth.	Lack of Ability.	Indifference.	School not in Operation.	Lack of Qualified Teachers.	Short-term Schools.	Totals.
Rural.....	160	148	4,240	2,923	539	1,219	451	2,252	940	871	536	185	180	14,644
Village.....	49	54	620	505	39	456	135	547	216	211	9	...	7	2,848
Town.....	128	187	1,605	810	...	1,068	571	1,194	1,427	477	...	...	...	7,467
City.....	89	107	796	319	...	620	349	599	930	246	...	...	...	4,050
All Districts.....	426	496	7,261	4,557	578	3,363	1,506	4,592	3,513	1,805	545	185	187	29,014

In order to discover the chief causes for retardation and their relative quantitative effect, the teachers were asked to give the causes of retardation, in all cases where they could be ascertained. The preceding table shows the distribution among the major causes of 29,014 cases of retardation.

Lack of opportunity to attend school either in this Province or before coming to this Province heads the list as the chief cause of retardation. The number of pupils whose retardation is due to this cause is greater by over one thousand in the rural districts than in all the other districts put together. The steps being taken by the Department of Education to give greater assistance to newly formed districts and to assist in providing temporary school accommodation in districts too sparsely settled to support a permanent school plant, are both directed toward reducing as far as possible "the lack of an opportunity for an elementary education" in the Province.

Foreign birth takes second place as a cause of retardation. In considering this cause it must be kept in mind that a child of non-English-speaking parents, even though it begin to attend school at an early age, has the handicap of the interference of the language experiences in his home life and those in his school life. It should be remembered also that many of the children of foreign birth have come to the Province at all ages within the school period, and in the majority of cases have not had the advantages of an adequate education in their own language up to the time of their coming to this country. It may be said further that many of the parents of these children fail to appreciate the opportunities which an education opens up to their children in this country.

Irregular attendance comes third toward retardation and again it is in the rural districts that it has its most serious effect. While the rural conditions are such as to make it impossible for the attendance to be as regular as in the case of cities, towns, and villages, there is no doubt that very much of the irregular attendance in rural schools could be eliminated if parents and trustees were in earnest about the matter. The more effective enforcement of the School Attendance Act during the last few years is no doubt reducing the extent to which irregularity of attendance is interfering with school progress of the pupils.

The newness of the country and of its population is indicated by the number of cases of retardation explained by "changing place of residence," "school not in operation," "short term schools," "lack of qualified teachers," and "frequent change of teacher."

On the basis of what is purely a layman's judgment regarding the matter it appears that about one child in about every two hundred in attendance at school suffers from mental defects sufficient to explain his or her backwardness in progress. This group is supposed to be more deficient in mental capacity than those classified under the heading "lack of ability."

In order to reduce the amount of retardation it is evident that those responsible for the education work of the Province both locally and provincial, must take all possible steps to provide educational opportunity for all children, to enforce attendance when such opportunity is provided, to keep schools already organized in operation, to increase the number of adequately qualified teachers, and to secure longer tenure for those teachers who are qualified. "Changing place of residence," "foreign birth," "mentally defective," "physically defective," "lack of ability," are causes of retardation not so easily combatted and little can

be done other than make adjustment to limit their ill effect on the progress of the pupils as far as may be. Suitable medical inspection and supervision, sanitary conditions of the school, developmental and corrective physical training will all help to reduce the extent to which "mental defects," "physical defects," and "ill-health," affect school progress. The organization of the school for the mentally defective which is now being proceeded with will take care of those cases where the said defects are serious enough to justify the withdrawal of such pupils from the public school. It may be necessary also, especially in the cities, to organize a special class for those pupils whose mental or physical condition is such as to not justify sending them to the special institution referred to, but who at the same time should be taught by methods differing from those used in ordinary school practice.

Grades I to VIII.

AGE, GRADE AND SEX CLASSIFICATION OF PUPILS.

SUMMATED STATEMENT FOR ELEMENTARY SCHOOL GRADES IN ALBERTA
(1,868 School Districts represented in Returns)

AGE	KINDERGARTEN			GRADE I			GRADE II			GRADE III			GRADE IV			GRADE V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5 yrs.	321	384	705	337	366	703	1	6	7									
6	153	192	345	3,620	3,484	7,104	113	111	224	5	8	13						
7	38	24	62	3,705	3,232	6,937	1,393	1,562	2,955	169	180	349	14	6	20	1		1
8	7	14	21	1,839	1,508	3,347	2,151	2,184	4,335	1,078	1,034	2,112	167	154	321	12	9	21
9	2	7	9	785	598	1,383	1,418	1,192	2,610	1,830	1,760	3,590	803	950	1,753	137	172	309
10	4	3	7	378	291	669	719	569	1,288	1,539	1,297	2,836	1,394	1,560	2,954	644	704	1,348
11		1	1	164	137	301	382	295	677	824	732	1,556	1,240	1,195	2,435	1,144	1,179	2,323
12				111	95	206	199	134	333	515	333	848	908	787	1,695	1,045	1,009	2,054
13				63	52	115	105	67	172	283	168	451	475	381	856	703	644	1,347
14				31	7	38	47	34	81	128	60	188	200	141	341	344	240	584
15				8	5	13	25	6	31	37	17	54	80	66	146	131	101	232
16				3	5	8	6	1	7	11	5	16	22	14	36	34	19	53
17				2	3	5	2	1	3	2	2	4	2	4	6	9	14	23
18				1		1				1		1		1	1	2	1	3
19							1		1		2	2		1	1			
20										1	1	2		1	1	1		2
21																		
Totals	525	625	1,150	11,047	9,783	20,830	6,562	6,162	12,724	6,423	5,597	12,020	5,305	5,260	10,565	4,207	4,093	8,300
*% of R.	9.71	7.84	8.69	30.64	27.60	29.21	44.25	37.30	40.89	52.01	46.72	49.55	55.17	49.23	52.21	53.93	49.57	51.78
% of N.	29.14	30.72	30.00	33.53	33.03	33.30	32.77	35.44	34.06	28.49	31.44	29.86	26.27	29.65	27.96	27.19	28.80	27.98
% of A.	61.14	61.44	61.30	35.81	39.35	37.47	22.96	27.24	25.03	19.49	21.83	20.58	18.54	21.10	19.82	18.87	21.62	20.22

AGE	GRADE VI			GRADE VII			GRADE VIII			TOTAL			% OF TOTAL	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
5 yrs.										659	756	1415	46.57	53.42
6										3891	3795	7686	50.62	49.37
7										5320	5004	10324	51.53	48.46
8										5255	4904	10159	51.72	48.27
9	1	26	27	1	1	2				4988	4706	9694	51.45	48.54
10	12	229	241	21	43	64	5	4	9	4912	4700	9612	51.10	48.89
11	203	641	844	171	205	376	37	63	100	4356	4448	9004	50.59	49.40
12	902	1011	1913	466	519	985	157	167	324	4303	4055	8358	51.48	48.51
13	906	878	1784	715	756	1471	522	587	1109	3772	3533	7305	51.63	48.36
14	458	462	920	533	591	1124	608	786	1394	2351	2321	4672	50.32	49.67
15	193	188	386	279	269	548	436	568	1004	1192	1221	2413	49.39	50.60
16	49	38	87	78	90	168	168	257	425	371	428	799	46.43	53.56
17	18	6	24	22	31	53	44	77	121	101	136	237	42.61	57.38
18	5	3	8	5	9	14	9	29	38	23	43	66	34.84	65.15
19		1	1		3	3	4	4	4	4	6	10	40.00	60.00
20							5	2	7	8	5	13	61.53	38.46
21							1	1	1	1		1	100	
Totals	3351	3483	6834	2291	2518	4809	1996	2540	4536	41707	40061	81768	51.00	48.99
*% of R.	48.75	45.24	46.96	40.02	39.43	39.71	33.41	36.73	35.27	43.38	39.40	41.43	53.40	46.59
% of N.	26.91	29.02	27.99	31.20	30.02	30.58	30.46	30.94	30.73	30.21	31.60	30.89	49.88	50.11
% of A.	24.32	25.72	25.03	28.76	30.54	29.69	36.12	32.32	33.99	26.39	28.99	27.67	48.66	51.33

* NOTE.—R-Retarded; N-Normal; A-Accelerated.

This final summation regarding the status of pupils in the elementary school grades in the Province shows that 27.67% of the pupils are accelerated, 30.89% are normal, and 41.43% are retarded. Of the retarded growth 53.4% are boys and 46.59% are girls. Of the normal group 49.88% are boys and 50.11% are girls. Of the accelerated group 48.66% are boys and 51.33% are girls. When it is considered that there are 1,646 more boys represented in the returns than girls, it will be seen that the girls of the elementary grade have a status somewhat in advance of the boys of corresponding ages.

A closer examination of this final summation reveals the fact that retardation is most in evidence in the intermediate grades. For the kindergarten it is 8.69%, for Grade I. 29.21%, for Grade II. 40.89%, for Grade III. 49.55%, for Grade IV. 52.21%, for Grade V. 51.78%, for Grade VI. 46.96%, for Grade VII. 39.71%, for Grade VIII. 35.27%.

In seeking for an explanation for the situation the following considerations should be kept in mind:

(1) In the Kindergarten and in Grade I. the retardation that appears may be due largely to late entrance on the part of the pupils. Many pupils do not start going to school until they are seven years of age—the lower limit of the compulsory attendance period.

(2) The children of the large number of families who have entered the Province during each of the last ten years have had their period of school attendance seriously interrupted by this change of residence. In all such cases there has been in addition the difficulty of fitting into a programme of work differing materially from that to which they had formerly been accustomed. In the case of the non-English speaking settlers there has been the added difficulty of the language.

(3) The relatively higher percentage of retardation in Grades III., IV., V. and VI. should lead to a careful examination of the school programme to see whether or not it is caused by too great difficulty either in quality or quantity or the programme of work required of these grades as compared with the other grades.

(4) It is not an uncommon saying on the part of those responsible for educational administration that they take the greatest care to select the best teachers obtainable for the work in the primary grades and again for the work in Grade VIII., and that the teachers whose abilities are not so pronounced are put in charge of the intermediate grades. There is no doubt regarding the existence of this tendency and little doubt regarding its having some direct bearing upon the relatively high percentage of retardation in the intermediate grades.

(5) To a very considerable extent the *apparent* reduction in the percentage of retardation in Grades VII. and VIII. is due mainly to the fact that a very large number of retarded pupils of the grades immediately preceding have dropped out of school altogether, and therefore do not appear in the returns. Apart altogether from those children who have dropped out of school before reaching Grade VII.—having reached the upper limit of the compulsory attendance period—there were 1,155 children who had completed their fourteenth year and who were still attending school who had not reached Grade VII. How many of these will remain in school until the end of Grade VII. and Grade VIII.?

(6) The state of affairs revealed in this summation of the situation should lead to a careful consideration of the systems of promotion in vogue. Subject to the general supervision of the school inspectors the promotion of pupils up to Grade VIII. is left to the judgment of the

local school superintendents, principals and teachers. It would appear that not sufficient attention is given to the problem of pressing the over-age pupils forward as rapidly as their maturity will justify. This will require in the cities some special organization, and in all schools an adaptation of method and a modification in the collection of subject matter.

(7) The withdrawal of a large percentage of the more mature pupils, and the presence of a large percentage of such pupils who are retarded in the school, raises the question as to whether or not the programme of school work offered for Grades VII. and VIII. is of such a character as to meet the real needs of all the boys and girls. The answer is that it does not, and the development of the intermediate school or junior high school with a full prevocational programme will be necessary before the solution of this difficulty—as far as the school system can be responsible for solving it—will be found.

By reading the summation chart vertically it will be noticed that the ages of the children in the kindergarten varies from five years or less, up to eleven years, in Grade I., from five years of age up to eighteen years of age, in Grade II. from five years of age up to twenty years of age, in Grade III. from six years of age up to twenty years of age, in Grade IV. from seven years of age up to twenty years of age, in Grade V. from seven years of age up to twenty years of age, in Grade VI. from eight years of age up to nineteen years of age, in Grade VII. from eight years of age up to nineteen years of age, and in Grade VIII. from ten years of age up to twenty-one years of age.

Of the 1,150 children in the Kindergarten 1,133, or 98.5%, are from five years or less to eight years of age. Of the 20,830 in Grade I. 19,474, or 93.4%, were from five to nine years of age. Of the 12,724 children in Grade II. 11,865, or 93%, are from seven to eleven years of age. Of the 12,020 children in Grade III. 10,942, or 91%, were from eight to twelve years of age. Of the 10,565 children in Grade IV. 9,693, or 91.7%, were from nine to thirteen years of age. Of the 8,300 children in Grade V. 7,656, or 92.2%, were from eleven to fifteen years of age. Of the 6,834 in Grade VI. 6,238, or 91.2%, were from eleven to fifteen years of age. Of the 4,809 in Grade VII. 4,296, or 89.3%, were from twelve to sixteen years of age. Of the 4,536 children in Grade VIII. 4,053, or 89.3%, were from thirteen to seventeen years of age.

A further analysis of the summated returns shows that of the 81,768 children represented, 57,289, or 70%, were in grades below Grade V., and that 33,554, or 41%, were in Grades I. and II. These facts show in a very concrete way the extent to which the Province is populated by people whose children have just recently entered the schools; in the great majority of school districts there are relatively large entrance classes for the primary grade every year. Alberta has beyond doubt been the land of opportunity for those who desire to find themselves economically and to build up in this new country homes of their own. From the point of view of educational administration the significant fact is that even though the adult population of the Province were to remain practically stationary for a period of five years, the school enrolment would go on increasing, and the enrolment in the upper grade and in the high schools would also be considerably increased. The bearing of this upon expenditure for educational purposes will be apparent.

AGE, GRADE AND SEX CLASSIFICATION OF PUPILS
SUMMATED STATEMENT—HIGH SCHOOLS—RURAL
(96 Rural School Districts represented in Returns.)

Grades IX. to XII.

AGE	GRADE IX			GRADE X			GRADE XI			GRADE XII			TOTAL			% OF TOTAL	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
10 yrs.																	
11	1		1										1		1	100	
12	2	3	5										2	3	5	40	60
13	3	9	12										3	9	12	25	75
14	5	19	24	3	2	5							8	21	29	27.58	72.41
15	7	23	30	4	6	10					1		11	30	41	26.82	73.17
16	7	16	23	1	2	3			1				8	19	27	29.62	70.37
17	1	8	9	1	6	7							2	14	16	12.5	87.5
18	1	2	3	1	2	3							2	4	6	33.33	66.66
19		1	1		3	3			1					5	5		100
20					1	1								1	1		100
21													1		1		
22																	
23																	
24																	
25																	
Totals	29	81	110	10	22	32			2		1		39	106	145	100	73.1
*% of R.	37.93	33.33	34.54	20	54.54	43.75			50				33.33	37.73	36.55		
% of N.	24.13	28.39	27.27	10	9.09	9.37			50				20.51	23.58	22.75		
% of A.	37.93	38.27	38.18	70	36.36	46.87			50				46.15	38.67	40.68		

Causes of Retardation:—Ill health, 2; irregular attendance, 5; lack of opportunity, 30; changing place of residence by parents, 6; frequent change of teachers, 1.

* NOTE.—R-Retarded; N-Normal; A-Accelerated.

AGE, GRADE AND SEX CLASSIFICATION OF PUPILS. Grades IX. to XII
 SUMMATED STATEMENT—HIGH SCHOOL GRADES—VILLAGES AND TOWNS.
 (101 Village and Town School Districts represented in Returns.)

AGE	GRADE IX		GRADE X		GRADE XI		GRADE XII		TOTAL		% OF TOTAL	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
10 yrs.												
11	4	1							4	1	5	20
12	12	17	1						13	17	30	56.66
13	85	93	10	8					95	105	200	52.5
14	150	223	56	79	3	3	1	1	219	315	534	58.98
15	178	277	99	186					311	510	821	62.11
16	112	215	108	199					313	512	825	62.06
17	60	87	60	140					203	361	564	64
18	15	16	31	67					105	184	289	63.66
19	4	8	6	15					38	60	98	61.22
20	3		4	5					20	25	45	55.55
21	2	2	1	2					10	7	17	41.17
22									3	6	9	66.66
23	1		1	2					5	2	7	28.57
24									3	3	6	100
25									1	1	2	100
26									1	1	2	100
27												
28												
29												
30												
Totals	626	939	378	704	241	369	96	99	1341	2111	3452	61.15
% of R.	31.46	34.93	27.51	32.95	30.7	31.97	26.04	23.23	29.82	33.2	31.89	36.33
% of N.	28.43	29.49	28.57	28.26	21.16	28.99	15.62	31.31	26.24	29.08	27.98	36.43
% of A.	40.09	35.56	43.91	38.77	48.13	39.02	58.33	45.45	43.92	37.7	40.12	42.52

Causes of Retardation:—Ill health, 41; irregular attendance, 139; foreign birth, 26; lack of opportunity, 341; physically defective, 20; lack of ability, 119; indifference, 68; changing place of residence by parents, 105; frequent change of teachers, 6.

* NOTE.—R-Retarded; N-Normal; A-Accelerated.

Grades IX. to XII

AGE, GRADE AND SEX CLASSIFICATION OF PUPILS.

SUMMATED STATEMENT—HIGH SCHOOL GRADES—CITIES
(Five City School Districts represented in Returns.)

AGE	GRADE IX			GRADE X			GRADE XI			GRADE XII			TOTAL		% OF TOTAL	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
10 yrs.																
11	1	1	2										1	1	2	50
12	9	8	17										9	8	17	52.94
13	46	44	90	2	2	4							48	46	94	51.06
14	83	134	217	24	40	64	7	3	10		1		114	178	292	39.04
15	103	164	267	56	104	160	22	21	43	2	3	5	183	292	475	38.52
16	64	112	176	58	107	165	42	46	88	12	10	22	176	275	451	39.02
17	28	49	77	35	60	95	32	42	74	17	15	32	112	166	278	40.28
18	9	7	16	14	31	45	24	33	57	9	21	30	56	92	148	37.83
19	3	2	5	1	10	11	7	11	18	2	7	9	13	30	43	30.23
20	1		1	2	3	5	4	4	8	3	2	5	10	9	19	52.63
21		1	1	1	1	2	1	1	1	1	2	3	3	4	7	42.85
22								1	1	1	1	1	2	2	2	100
23				1	1	1				1	2	2	2	3	3	100
24				1	1	1							1	1	1	100
27																100
29																100
30																100
Totals	347	522	869	195	360	555	139	162	301	47	64	111	728	1108	1836	39.65
% of R.	30.25	32.75	31.76	28.20	29.72	29.18	25.89	30.86	28.57	14.89	21.87	18.91	27.88	30.86	29.68	37.24
% of N.	29.68	31.41	30.72	29.74	29.72	29.72	23.02	25.92	24.58	19.14	32.81	27.02	27.74	30.14	29.19	37.68
% of A.	40.05	35.82	37.51	42.05	40.55	41.08	51.07	43.2	46.84	65.95	45.31	54.05	44.36	38.98	41.12	42.78

Causes of Retardation:—Ill health, 11; irregular attendance, 59; foreign birth, 5; lack of opportunity, 136; physically defective, 3; lack of ability, 31; indifference, 19; changing place of residence by parents, 56.

*NOTE—R-Retarded; N-Normal; A-Accelerated.

COMPARATIVE STATEMENT.

HIGH SCHOOL GRADES—RURAL, VILLAGE, TOWN AND CITY SCHOOL DISTRICTS.

Kind of District.	% of Boys Retarded.	% of Boys Normal.	% of Boys Accelerated.	% of Girls Retarded.	% of Girls Normal.	% of Girls Accelerated.	% of Pupils Retarded.	% of Pupils Normal.	% of Pupils Accelerated.	% of Retarded Pupils that were Boys.	% of Retarded Pupils that were Girls.	% of Normal Pupils that were Boys.	% of Normal Pupils that were Girls.	% of Accelerated Pupils that were Boys.	% of Accelerated Pupils that were Girls.	Number of Boys represented in the Returns.	Number of Girls represented in the Returns.	Number of Pupils represented in the Returns.
Rural.....	33.33	20.51	46.15	37.73	23.58	38.67	36.55	22.75	40.68	24.52	75.47	24.24	75.75	30.50	69.49	39	106	145
Village & Town	29.82	26.24	43.92	33.20	29.08	37.70	31.89	27.98	40.12	36.33	63.66	36.43	63.56	42.52	57.47	1,341	2,111	3,452
City.....	27.88	27.74	44.36	30.86	30.14	38.98	29.68	29.19	41.12	37.24	62.75	37.68	62.31	42.78	57.21	728	1,108	1,836
																2,108	3,325	5,433

In considering this statement one notices first, as was the case with the elementary schools, that the percentage of retardation becomes less in the villages and towns than in the rural districts, and less in the cities than in the village and town districts. More regularity of attendance, superior facilities for instruction purposes, and in many cases superior teaching, explain to a large extent this fact.

It should be noted also that in each of the groups of districts indicated the number of girls is much greater than the number of boys, the difference being the most marked in the case of the rural districts and less in the case of the cities. By referring back to the Summation for all the rural schools represented in the returns, it will be noted that the number of boys in the rural elementary schools is greater than the number of girls, whereas the above statement shows that, as far as the rural schools are concerned, the number of girls taking up high school work in their home districts is almost three times the number of boys that are doing so. In this connection it should be remembered that there are more boys and girls from rural districts taking up advanced work in the village, town and city high schools in the Provincial Schools of Agriculture and in private schools than there are attempting to take up such work in their local rural schools.

Another interesting fact revealed in the above statement is that it is in the villages and towns that the greatest number of the boys and girls are receiving their secondary education. This is one of the strongest justifications for the steps the Department is taking to give more careful inspection and supervision to the work of those schools and to assist them in providing the proper facilities for high school instruction. It raises also the whole question of a more adequate organization for secondary education in rural, village and town school districts.

AGE, GRADE AND SEX CLASSIFICATION OF PUPILS. Grades IX. to XII.
SUMMATED STATEMENT—HIGH SCHOOL GRADES IN ALBERTA.
(202 School Districts represented in Returns.)

AGE	GRADE IX			GRADE X			GRADE XI			GRADE XII			TOTAL		% OF TOTAL	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Girls
10 yrs.																
11	6	2	8										6	2	8	25
12	23	28	51	1		1							24	28	52	53.84
13	134	146	280	12	10	22							146	160	306	52.28
14	238	376	614	83	121	204							341	514	855	60.11
15	288	464	752	159	296	455							505	832	1337	62.22
16	183	343	526	167	308	475							497	806	1303	61.85
17	89	144	233	96	206	302							317	541	858	63.05
18	25	25	50	46	100	146							163	280	443	63.20
19	7	11	18	7	28	35							51	95	146	65.06
20	4		4	6	9	15							30	35	65	53.84
21	3	3	6	2	3	5							14	11	25	44
22													3	8	11	72.72
23	1		1	2	2	4							7	2	9	22.22
24					1	1							1	6	7	77.77
25	1		1										1	1	2	100
26													1	1	2	100
27				2		2							2	2	4	100
28																
29																
30	1002	1542	2544	583	1086	1669							2108	3325	5433	61.20
Totals																
*% of R.	31.23	34.11	32.97	27.61	32.32	30.67	28.94	31.70	30.55	22.37	22.56	22.47	29.22	32.57	31.27	36.25
% of N.	28.74	30.09	29.55	28.64	28.36	28.46	21.84	27.95	25.41	16.78	31.70	24.75	26.66	29.26	28.25	63.38
% of A.	40.01	35.79	37.46	43.73	39.31	40.86	49.21	40.33	44.03	60.83	45.73	52.76	44.11	38.16	40.47	57.70

Causes of Retardation:—Ill health, 54; irregular attendance, 203; foreign birth, 31; lack of opportunity, 507; physically defective, 23; lack of ability, 150; indifference, 87; changing place of residence by parents, 167; frequent change of teachers, 7.
*NOTE.—R-Retarded; N-Normal; A-Accelerated.

The study of this summated statement regarding the pupils doing high school work shows:

(1) That 61.2% of the high school pupils represented in the returns are girls, and 38.79% are boys, whereas in the elementary schools 48.99% of the pupils represented in these returns are girls, and 51% are boys.

(2) That of the boys in the high school grades, 29.22% are retarded, 26.66% are normal, and 44.11% are accelerated.

(3) That of the girls in the high school grade, 32.57% are retarded, 29.26% are normal, and 38.16% are accelerated.

(4) That of all the pupils in the high school grades, 31.27% are retarded, 28.25% are normal, and 40.47% are accelerated.

(5) That the percentage of retardation is gradually lowering as one passes from Grade IX. to Grade XII. Reference to the corresponding summation for the elementary school grades will show that the percentage of retardation is gradually lowered as one passes from Grade IV. to Grade V., and is the highest in Grade IV.

(6) Of the 5,433 students represented in the returns, 2,544, or 46.8% are in Grade IX.; 1,086, or 19.9%, are in Grade X.; 913, or 16.8%, are in Grade XI., and 307, or 5.6%, are in Grade XII.

The reduction in the percentage of retardation in the high school grades as compared with that in the elementary school grades is due in very large measure to the process of selection that has been active during the progress of the pupils through the grades. Up to the upper limit to the compulsory attendance period all pupils must continue to attend school. The moment that limit is reached the selective process becomes much more free to act, with the result that the pupils who remain in school beyond the compulsory age limit are relatively a specially selected group whose aspirations or whose parents' wishes cause them to desire the training given, and whose abilities make such attainment as is required possible. If a student's aspirations and abilities lead in direction other than those for which the present schools' programmes provide there is no place for him. In the majority of cases such pupils drop out either before entering the high school grade or during the period of progress through the high school grade.

Here, again, the whole question of organization for secondary education, not only in the rural, village and town district, but also in the city district, is raised to too great an extent. We have been trying to hit at once and the same time several bull's-eyes with the one bullet.

PART III.

GENERAL STATISTICS

STATISTICS

GENERAL SUMMARY.

	1914	1915	
Number of school districts.....	2,358	2,478	
Increase.....			120
Number of consolidations.....	2	12	
Increase.....			10
Number of school districts having schools in operation...	2,027	2,138	
Increase.....			111
Number of departments in operation	2,898	3,082	
Increase.....			184
Number of pupils enrolled....	89,910	97,286	
Increase.....			7,376
Average attendance of pupils..	54,582.92	61,112	
Increase.....			6,529.08
Percentage attendance of pupils	60.70	62.81	
Increase.....			2.11
Average length of school year—days	167.65	172.68	
Increase.....			5.03
Total grants paid to school districts	\$523,822.39	\$569,555.61	
Increase.....			\$45,733.22
School debentures authorized..	\$1,723,050	\$513,235	
Decrease.....			\$1,209,815
School debentures registered..	\$1,952,000	\$495,885	
Decrease.....			\$1,456,115
Amount expended on school buildings and grounds....	\$1,585,125.04	\$513,222.75	
Decrease.....			\$1,071,902.29
Amount expended on school teachers' salaries	\$2,050,697.01	\$2,244,963.69	
Increase.....			\$194,266.68
Paid on debentures and notes, including interest	\$3,165,523.51	\$3,796,715.37	
Increase.....			\$631,191.86
Amount expended for all other purposes	\$1,033,546.11	\$1,410,567.63	
Increase.....			\$377,021.52

SCHOOL DISTRICTS.

School districts in existence, December 31, 1914.....	2,358
Consolidations in existence, December 31, 1914.....	2
Number of school district units in such consolidations.....	8
School districts erected during 1915:	
Public	120
Separate	—
Consolidations	10
Number of school district units in such consolidations....	30
Total number of school districts in province, December 31, 1915.....	2,478
Total number of consolidations in province, December 31, 1915.....	12
Total number of school district units included in consolidations, December 31, 1915.....	38

There also exist in the unorganized territory in the northern part of the Province 13 mission schools which formerly received support from the Dominion Government, and are now assisted by the Government of Alberta.

NUMBER OF SCHOOLS IN OPERATION DURING 1914 AND 1915
AND NUMBER OF DEPARTMENTS IN EACH.

Schools having	Total Schools.		Total Departments.	
	1914	1915	1914	1915
1 department.....	1,925	2,023	1,925	2,023
2 departments.....	40	46	80	92
3 ".....	19	17	57	51
4 ".....	11	14	44	56
5 ".....	9	8	45	40
6 ".....	4	4	24	24
7 ".....	2	6	14	42
8 ".....	2	4	16	32
9 ".....	3	4	27	36
10 ".....	2	1	20	10
11 ".....	2	2	22	22
12 ".....	1	1	12	12
13 ".....	1	..	13	..
16 ".....	..	2	..	32
18 ".....	2	..	36	..
26 ".....	..	1	..	26
38 ".....	..	1	..	38
43 ".....	..	1	..	43
54 ".....	..	1	..	54
57 ".....	1	..	57	..
60 ".....	1	..	60	..
220 ".....	1	..	220	..
222 ".....	..	1	..	222
226 ".....	1	..	226	..
227 ".....	..	1	..	227
	2,027	2,138	2,898	3,082

ATTENDANCE OF PUPILS

	1914	1915	Increase
No. of pupils attending school during year	89,910	97,286	7,376
No. of boys	46,769	50,140	3,371
No. of girls	43,141	47,146	4,005
Total aggregate attendance for 1st term	5,391,639	6,329,111	937,472
Total aggregate attendance for 2nd term	4,505,455	4,760,817	255,362
Total aggregate attendance for year.....	9,897,094	11,089,929	1,192,835
Total average attendance for year.....	54,582.92	61,112	6,529.08

CLASSIFICATION OF PUPILS.

Grades.	No. of Pupils, 1914	Per cent. of Enrolment.	No. of Pupils, 1915	Per cent. of Enrolment.
I.....	26,845	29.86	25,825	26.54
II.....	12,194	13.56	13,370	13.74
III.....	12,304	13.68	13,216	13.59
IV.....	10,267	11.42	11,565	11.89
V.....	7,825	8.73	8,849	9.09
VI.....	6,867	7.63	7,739	7.96
VII.....	4,579	5.09	5,553	5.71
VIII.....	5,055	5.62	5,936	6.10
IX.....	1,939	2.15	2,336	2.40
X.....	1,133	1.26	1,474	1.52
XI.....	623	.69	984	1.01
XII.....	279	.31	439	.45
Totals.....	89,910	100.00	97,286	100.00

CONSOLIDATED SCHOOLS.

No.	Name of District.	Teachers	Principal.	Enrol- ment.
1	Warner	4	J. L. West.....	177
2	Foremost	1	H. H. Vincent.....	34
3	Mountain View.....	2	G. H. Parker.....	52
4	Retlaw	2	J. P. Ramsay.....	42
5	New Dayton.....	2	H. F. Reynolds.....	42
6	Breedford	1	V. Runciman.....	15
7	Kippenville	1	A. McCreary.....	27
8	Barons	3	L. E. Grace.....	112
9	Coaldale	2	L. A. Smillie.....	62

No.	Name of District.	Enrolled.	Average Attendance.	Percent. of Attendance.
1	Warner	177	109.67	61.96
2	Foremost	34	15.04	44.23
3	Mountain View.....	52	19.00	36.53
4	Retlaw	42	36.36	86.56
5	New Dayton.....	42	28.68	68.28
6	Breedford	15	8.48	56.53
7	Kippenville	27	15.17	56.18
8	Barons	112	91.17	81.40
9	Coaldale	62	32.91	53.08

**COMPARATIVE STATEMENT of Attendance and Classification of Pupils
in Graded and Ungraded Schools.**

	Graded Schools.	Ungraded Schools.
Number of pupils enrolled.....	46,079	51,207
Aggregate days attendance of pupils.....	6,052,387.5	5,037,541.5
Daily average attendance of pupils.....	30,970.32	30,141.68
Percentage of attendance of total enrolment....	67.21	58.86
Average length of school year,—days.....	192.63	162.25
Classification—Grade I.....	10,977	14,848
" II.....	6,369	7,001
" III.....	5,784	7,432
" IV.....	5,002	6,563
" V.....	4,175	4,674
" VI.....	3,449	4,290
" VII.....	2,764	2,789
" VIII.....	2,839	3,097
" IX.....	1,962	374
" X.....	1,352	122
" XI.....	969	15
" XII.....	437	2
Total attendance.....	46,079	51,207

NOTE.—The statistics in the above table were compiled from the returns from 2,023 ungraded schools, representing 2,023 departments, and 115 graded schools, representing 1,059 departments.

PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR.

Less than 20 days.....	5,394
Between 20 and 50 days.....	12,594
" 51 and 100 days.....	23,325
" 101 and 150 days.....	21,038
" 151 and 200 days.....	32,635
More than 200 days.....	2,300
Total.....	97,286

LENGTH OF THE SCHOOL YEAR.

Number of schools open less than 20 days.....	1
" " " " between 20 and 50 days.....	46
" " " " " 51 and 100 days.....	202
" " " " " 101 and 150 days.....	441
" " " " " 151 and 200 days.....	884
" " " " " over 200 days.....	564
Total.....	2,138

TEACHERS EMPLOYED, CERTIFICATES AND SALARIES.

Class of Certificate.	No. of Teachers.	Schools open the whole year.			No. of Teachers.	Schools open part of year.		
		Salaries per Year.				Salaries per Year.		
		Highest	Lowest	Average		Highest	Lowest	Average
First, male....	368	\$3000.00	\$650.00	\$1169.35	50	\$900.00	\$720.00	\$764.80
First, female...	443	2100 00	584 00	834.99	44	960.00	650.00	721.75
Second, male..	505	2000.00	480 00	808.64	149	1200.00	720.00	772.25
Second, female	1573	1400.00	300 00	781.98	259	960.00	600.00	746.92
Third, male....	138	1200.00	620 00	760.14	64	858.00	650.00	750.12
Third, female..	181	1100.00	620.00	753.93	61	900.00	480.00	753.29
Permit, male...	89	900 00	660.00	762.23	88	960.00	540.00	756.82
Permit, female	114	900.00	420.00	710.72	98	840.00	540.00	713.06
Specialist, m.	27	3000.00	750.00	1605.75	..	.....	.....	.....
Specialist, fem.	27	1600.00	800.00	1032.00	..	.....	.....	.....
Town Schools.					Village Schools			
First, male....	184	\$3000.00	\$685.00	\$1520.72	46	\$1320.00	\$720.00	\$938.28
First, female...	227	2100.00	625.00	905.25	36	1000.00	660.00	777.44
Second, male..	52	2000.00	660.00	1120.00	69	1200.00	650.00	908.98
Second, female	605	1480.00	300.00	817.98	108	1000.00	650.00	782.64
Third, male....	2	1200.00	660.00	930.00	6	900.00	720.00	830.00
Third, female..	18	1100.00	720.00	776.66	17	960.00	650.00	749.41
Permit, male...	..	.....	.....	.....	1	800.00	800.00	800.00
Permit, female	..	.....	.....	.....	1	720.00	720.00	720.00
Specialist, m.	27	3000.00	750.00	1605.00	..	.....	.....	.....
Specialist, fem.	27	1600.00	800.00	1032.00	..	.....	.....	.....
Yearly Rural Schools.					In All Schools.			
First, male....	138	\$1000.00	\$650.00	\$775.36	418	\$3000.00	\$650.00	\$1120.00
First, female...	180	900.00	584 00	763.24	487	2100.00	584.00	826.62
Second, male..	384	1000.00	480.00	774.35	654	2000.00	480.00	615.63
Second, female	860	1200.00	480.00	756.36	1832	1400.00	300.00	776.93
Third, male....	130	900.00	620.00	754.23	202	1200.00	620.00	757.03
Third, female..	145	936 00	620.00	751.68	242	1100.00	400.00	753.49
Permit, male...	88	900.00	660 00	751.45	117	960.00	540.00	748.86
Permit, female	113	900.00	420.00	719.48	212	900.00	420.00	716.54
Specialist, m.	...	.....	.....	.....	27	3000.00	750 00	1605.55
Specialist, fem.	...	.....	.....	.....	27	1600 00	800.00	1032.41

Number of teachers employed during some part of year.....	3,640
Number of agreements with teachers recorded.....	4,218
Number of classrooms in charge of teachers.....	3,082
Number of supervisors, specialists, etc.....	54
Average salary per year in town schools.....	\$985.51
Average salary per year in village schools.....	836.25
Average salary per year in rural schools.....	758.91
Average salary per year in all schools.....	792.72

SCHOOL DISTRICT DEBENTURES

Year.	Debentures Authorized.		Debentures Registered.	
	No. of School Districts.	Amount.	No. of School Districts.	Amount.
1902.....	73	\$ 68,650	70	\$ 72,050
1903.....	83	108,135	93	109,285
1904.....	105	264,190	109	188,340
1905.....	120	159,325	111	228,725
1906.....	157	422,325	146	347,175
1907.....	171	674,515	135	485,165
1908.....	227	563,925	236	787,900
1909.....	204	978,550	207	975,950
1910.....	289	1,027,892	273	742,725
1911.....	312	1,524,707	277	1,501,560
1912.....	294	2,808,355	274	1,749,120
1913.....	278	2,893,628	278	3,925,505
1914.....	173	1,723,050	226	1,952,000
1915.....	146	513,235	142	495,885

Debentures Sold Through Debenture Branch During 1915.

111 Rural School Districts.....	\$104,735
16 Village and Town Districts.....	93,700
2 City Districts.....	183,500
	<u>\$381,935</u>

RECEIPTS AND EXPENDITURES

Summary of Receipts and Expenditures of School Districts for the Year.

Receipts.

Cash on hand January 1st.....	\$ 494,244.81
Proceeds from debentures	951,204.94
Taxes collected	3,733,323.00
Government grants	540,235.08
Pupils' fees	7,009.62
Borrowed by note	2,473,975.61
Amount advanced by treasurers.....	91,744.56
Received from other sources.....	160,110.94
	<u>\$8,451,848.56</u>

Expenditures.

Teachers' salaries	\$2,244,963.69
Officials' salaries	185,616.45
Paid on debentures	1,065,436.56
Paid on notes (renewals and interest).....	2,731,278.81
School buildings and repairs	443,640.66
School grounds	69,582.09
School furniture	73,660.84
Library and reference books	18,748.67
Apparatus and equipment.....	28,346.00
Supplies, stationery, etc.	94,821.07
Caretaking and fuel	275,273.06
Insurance	46,106.84
Other expenditure	687,994.70
Balance on hand December 31st.....	486,379.12
	<u>\$8,451,848.56</u>

Compiled from financial statements received from 2,253 school districts.

**COMPARATIVE STATEMENT showing Receipts and Expenditures of
Town, Village and Rural School Districts for the year.**

Receipts.	Town and Village Districts.	Rural Districts.
Cash on hand January 1st.....	\$ 251,669.14	\$ 242,575.67
Proceeds of debentures	780,487.95	170,716.99
Taxes collected	1,986,172.80	1,747,150.20
Government grants	151,302.06	388,933.02
Pupils' fees	3,291.14	3,718.48
Borrowed by note	1,991,039.41	482,936.20
Amount advanced by treasurers.....	82,541.94	9,202.62
Other sources	75,336.84	84,774.10
	\$5,321,841.28	\$3,130,007.28
Expenditures.		
Teachers' salaries	\$1,026,962.41	\$1,218,001.28
Officials' salaries	83,269.50	102,346.95
Paid on debentures	748,011.73	317,424.83
Paid on notes (renewals and interest).....	2,176,635.87	554,642.94
School buildings and repairs	244,046.75	199,593.91
School grounds	28,408.85	41,173.24
School furniture	22,081.24	51,579.60
Library and reference books	4,323.78	14,424.89
Apparatus and equipment	18,289.07	10,056.93
Supplies, stationery, etc.	64,166.20	30,654.87
Caretaking and fuel	172,953.63	102,319.43
Insurance	27,135.34	18,971.50
Other expenditures	613,915.02	74,079.68
Balance on hand December.....	91,641.89	\$ 394,737.23
Total Expenditure.....	\$5,230,199.39	\$2,735,270.05
Total.....	\$5,321,841.28	\$3,130,007.28

**COMPARATIVE STATEMENT showing Assets and Liabilities of Town,
Village and Rural Districts for the year.**

Assets.	Town and Village Districts.	Rural Districts.
Cash on hand.....	\$ 91,641.89	\$ 394,737.23
Arrears of taxes due.....	1,777,873.60	1,208,750.99
Estimated value of lands and buildings.....	11,170,689.66	2,664,149.46
Estimated value of furniture and apparatus..	584,327.38	540,257.42
Estimated value of school libraries.....	37,144.22	74,695.75
Other assets	771,484.71	409,526.10
	\$14,433,161.46	\$5,292,116.95
Liabilities.		
Teachers' salaries.....	\$ 15,151.62	\$ 112,159.85
Debenture indebtedness.....	9,466,375.91	1,421,546.53
Outstanding accounts.....	1,450,251.77	371,126.82
Amounts due treasurers.....	21,609.06	30,815.33
Excess of assets over liabilities.....	3,479,773.10	3,356,468.42
	\$14,433,161.46	\$5,292,116.95

**SUMMARY OF ASSETS AND LIABILITIES of all School Districts
for the year.**

Assets.

Cash on hand	\$ 486,379.12
Arrears of taxes due	2,986,624.59
Estimated value of lands and buildings.....	13,834,839.12
Estimated value of furniture and apparatus.....	1,124,584.80
Estimated value of school libraries	111,839.97
Other assets	1,181,010.81
	\$19,725,278.41

Liabilities.

Teachers' salaries	\$ 127,311.47
Debenture indebtedness	10,887,922.44
Outstanding accounts	1,821,378.59
Amounts due treasurers for money advanced.....	52,424.39
Excess of assets over liabilities	6,836,241.52
	\$19,725,278.41

COMPARATIVE COST OF EDUCATION.

In All Schools—

Cost per pupil per year according to enrolment.....	\$44.69
" " " " " " average attendance.....	71.16
Average cost per pupil for each day in attendance.....	.38.9

In Ungraded Schools—

Cost per pupil per year according to enrolment.....	\$37.88
" " " " " " average attendance.....	64.50
Average cost per pupil for each day in attendance.....	.38.17

In Graded Schools—

Cost per pupil per year according to enrolment.....	\$52.56
" " " " " " average attendance.....	78.12
Average cost per pupil for each day in attendance.....	.39.53

In Town and Village Schools—

Cost per pupil per year according to enrolment.....	\$35.98
" " " " " " average attendance.....	57.01
Average cost per pupil for each day in attendance.....	.27.99

In City Schools—

Cost per pupil per year according to enrolment.....	\$60.29
" " " " " " average attendance.....	86.57
Average cost per pupil for each day in attendance.....	.44.52

PROVINCIAL CERTIFICATES GRANTED

	Alberta.	Other Province.	British Isles.	Total.	Grand Total.
(a) Interim Certificates.					
1st Class to Alberta Teachers.....	181			181	236
" " " Teachers from Saskatchewan .....	.....	8	.....	.....	
" " " " " Ontario .....	.....	17	.....	.....	
" " " " " Manitoba .....	.....	4	.....	.....	
" " " " " Nova Scotia .....	.....	9	.....	.....	
" " " " " New Brunswick .....	.....	6	.....	.....	
" " " " " Quebec .....	.....	3	.....	47	
" " " " " England .....	.....	.....	3	.....	
" " " " " Scotland .....	.....	.....	4	.....	
" " " " " Ireland .....	.....	.....	1	8	
2nd Class to Alberta Teachers.....	402				527
" " " Teachers from Saskatchewan .....	.....	15	.....	.....	
" " " " " Ontario .....	.....	57	.....	.....	
" " " " " Manitoba .....	.....	19	.....	.....	
" " " " " Nova Scotia .....	.....	18	.....	.....	
" " " " " New Brunswick .....	.....	3	.....	.....	
" " " " " Quebec .....	.....	1	.....	.....	
" " " " " British Columbia.....	.....	2	.....	115	
" " " " " England .....	.....	.....	3	.....	
" " " " " Scotland .....	.....	.....	4	.....	
" " " " " Ireland .....	.....	.....	3	10	
3rd Class to Alberta Teachers.....	34			34	175
" " " Teachers from Saskatchewan.....	.....	5	.....	.....	
" " " " " Ontario .....	.....	44	.....	.....	
" " " " " Manitoba .....	.....	12	.....	.....	
" " " " " Nova Scotia .....	.....	23	.....	.....	
" " " " " New Brunswick .....	.....	12	.....	.....	
" " " " " British Columbia .....	.....	4	.....	.....	
" " " " " Prince Edward Island .....	.....	16	.....	.....	
" " " " " Newfoundland .....	.....	4	.....	.....	
" " " " " United States .....	.....	10	.....	130	
" " " " " England			8		477
" " " " " Scotland .....	.....	.....	3	11	
(b) Professional Certificates.					
1st Class Professional Certificates.....	127				477
2nd " " "	350	.....	.....	.....	
3rd " " " .....	.....	.....	.....	.....	
(c) Provisional Certificates.					
Provisional Certificates (Permits)	396				396
(d) Non-Professional Certificates.					
Grade XII. Diplomas	120				2743
" XI. "	384	.....	.....	.....	
" X. "	496	.....	.....	.....	
" VIII. " (Public School leaving) ..	1743	.....	.....	.....	

NOTE.—Interim Certificates are granted to teachers who complete a course of training at one of our Provincial Normal Schools or who present approved Professional Certificates from the Eastern Provinces or elsewhere.

Professional Certificates are granted to teachers who have taken Normal Training and who have taught successfully in the province for at least one year on their Interim Certificates.

Including Temporary Certificates to substitutes for teachers who were ill or who were required to attend Normal School.

ACADEMIC EXAMINATIONS, 1915.

	No. Who Wrote.	No. Who Passed.
Grade VIII. (Public School leaving).....	2,621	1,743
Grade X.....	825	492
Grade XI.....	487	354
Grade XII.....	147	116
Special examinations and matriculants not included above.....	146	...
Commercial (First Year).....	73	55
Commercial (Second Year).....	33	21

TEACHERS' PROFESSIONAL EXAMINATIONS, 1915.

School.	First Term.				Second Term.			
	Examined 1st	Passed 2nd	Examined 1st	Passed 2nd	Examined 1st	Passed 2nd	Examined 1st	Passed 2nd
Calgary Normal School.....	56	103	54	96	56	121	54	115
Camrose Normal School.....	40	78	36	66	40	103	40	93
Total.....	....	277	....	252	....	320	....	302

TRUANCY, 1915.

In Town and City Districts.

Number of Truant Officers.....	59
Number of cases dealt with.....	15,200
Number of warning notices served.....	1,088
Number of cases in court.....	57

In Rural and Village Districts.

Number of cases dealt with.....	3,860
Number of warning notices served.....	590
Number of cases in court.....	34
Number of letters written to parents.....	2,018
Number of letters written to teachers.....	989
Number of letters written to school officials.....	91

CONVENTIONS.

The following Teachers' Conventions were held during the year:

Place of Meeting.	When Held.	Teachers' Attendance.
Calgary (Provincial).....	April 6th, 7th and 8th.....	1,103
Vermilion	October 14th and 15th.....	93
Medicine Hat	October 28th and 29th.....	100
Olds	October 21st and 22nd.....	77
Lethbridge	October 7th and 8th.....	158
Hanna	October 21st and 22nd.....	54
Sedgewick	October 21st and 22nd.....	62
Stettler	October 7th and 8th.....	72
Edmonton	November 4th and 5th.....	526
Calgary	October 28th and 29th.....	468

STATEMENT of Free Texts Purchased and Distributed to Pupils.

Free Texts Purchased.

Year.	Agriculture.	Phonic Primers.	Primers.	Firsts.	Seconds.	Thirds.	Fourths.
1908.....	.....	.....	19,712	15,283	14,896	15,077	8,104
1909.....	.....	.....	.....	.....	.....	5,095	5,095
1910.....	.....	.....	15,073	12,000	11,073	4,000	3,996
1911.....	.....	.....	15,000	3,500	4,000	3,000	2,500
1912.....	.....	.....	2,000	10,000	7,000	6,500	5,000
1913.....	.....	.....	15,000	12,000	9,753	10,000	9,000
1914.....	.....	.....	34,000	26,000	23,000	18,600	11,300
1915.....	12,000	20,000	9,072	7,560	7,000	9,000	9,000
Totals.....	12,000	20,000	109,857	86,343	76,722	71,272	53,995

Free Texts Distributed.

Year.	Agriculture.	Phonic Primers.	Primers.	Firsts.	Seconds.	Thirds.	Fourths.
1908.....	.....	.....	12,802	9,721	9,377	8,727	6,262
1909.....	.....	.....	5,913	4,610	4,980	5,148	3,934
1910.....	.....	.....	12,180	5,373	7,765	5,820	3,897
1911.....	.....	.....	7,870	9,427	6,689	6,079	4,503
1912.....	.....	.....	11,366	8,601	7,542	7,728	4,999
1913.....	.....	.....	14,932	11,648	10,059	9,597	6,520
1914.....	.....	.....	15,076	12,352	10,627	9,509	7,773
1915.....	7,793	5,800	19,625	14,756	14,252	13,356	8,878
Totals.....	7,793	5,800	99,764	76,488	71,291	65,964	46,766

Free Texts on Hand, December 31st, 1915.

Year.	Agriculture.	Phonic Primers.	Primers.	Firsts.	Seconds.	Thirds.	Fourths.
1915.....	4,207	14,200	10,093	9,855	5,431	5,308	7,229

TOWN DISTRICTS.

No.	Name of District.	Teachers.	Principal	Enrolment.
7	Edmonton	227	W. G. Carpenter (Supt.).....	10351
19	Calgary	207	A. M. Scott (Supt.).....	10163
47	Macleod	9	E. T. Mitchell.....	406
51	Lethbridge	38	J. E. Hodgson.....	1993
76	Medicine Hat.....	55	W. E. Hay (Supt.).....	2250
91	Fort Saskatchewan.....	5	J. A. Younie.....	210
103	Gleichen	4	H. D. MacKay.....	173
104	Red Deer.....	15	G. W. McKenzie.....	737
121	Pincher Creek.....	5	I. Stevenson.....	201
144	High River.....	8	Margaret M. Carr.....	360
178	Okotoks	5	G. C. Patrick.....	208
210	Innisfail	6	James H. Main.....	236
235	Olds	7	G. O. Johnson.....	300
243	Nelson (Lacombe).....	8	N. E. Carruthers.....	386
264	Wetaskiwin	16	A. C. Crosby.....	704
297	Leduc	4	H. R. Sharples.....	203
423	Ponoka	7	Owen Williams.....	288
457	Cardston	11	James W. Low.....	442
620	Magrath	7	C. Ostlund.....	340
628	Blairmore	5	I. W. Verge.....	288
641	Lamont	2	J. M. Roxborough.....	112
647	Galt (Stirling).....	5	Jared A. Mercer.....	200
652	Didsbury	6	R. V. Howard.....	247
700	Raymond	10	B. H. Smith.....	459
730	Nanton	4	H. C. McKay.....	203
764	Clareholm	6	J. A. Davidson.....	274
839	Athabasca	4	Marian Gill.....	180
892	Irvine	4	R. S. Shaw.....	157
933	Taber	10	L. E. Lynd.....	459
944	Stavely	3	H. H. Costain.....	115
1216	Coleman	8	W. S. Black.....	404
1289	Granum	2	J. H. Joynt.....	92
1315	Camrose	11	W. T. Shipley.....	429
1446	Vermilion Centre.....	7	R. B. Brooks.....	255
1475	Stettler	7	W. W. Scott.....	373
1480	New Vegreville.....	9	J. W. Forde.....	386
1539	Daysland	3	H. A. Newell.....	112
1587	Strathmore	4	J. G. Niddrie.....	149
1638	Stony Plain Village.....	2	R. B. Empey.....	105
1658	Wainwright	5	W. S. Brodie.....	196
1659	Hardisty	4	G. D. Mowat.....	143
1861	Diamond City.....	1	Mary M. Reid.....	53
1939	Tofield	5	C. E. Popplestone.....	221
2087	Carmangay	3	C. H. Murray.....	107
2092	Dennis (Brooks).....	1	M. M. Cunningham.....	60
2131	Bassano	4	W. A. Smith.....	195
2194	Castor	5	Jos. Reid.....	249
2283	Redcliff	7	R. H. Liggett.....	333
2298	Edson	4	Wm. Garner.....	205
2335	Coronation	3	G. P. Black.....	155
2567	Grouard	1	L. A. Russell.....	67
2912	Hanna	4	E. De Bow.....	186
3	St. Albert, C.P.....	4	Sr. E. Belair Savard.....	151
35	Thibault (Morinville), C.P.....	2	Sr. Helena Fortier.....	95

Separate Schools.

1	Calgary	26	A. B. Macdonald (Supt.).....	1023
7	Edmonton	37	Sr. M. J. Quigley.....	1465
8	Holy Cross (Macleod)...	1	Sr. Teresa A. Thomas.....	51
9	Lethbridge	9	Sr. E. M. Byers.....	456
15	Sacred Heart (Wetaski)..	2	Sr. Josephine L. Courchesne..	74
16	St. Martin's (Vegreville).	4	Sr. Katherine Doyle	150
17	North Red Deer.....	2	Sr. Maria Roy.....	94
18	St. Michael's (Pin. Creek)	3	Sr. Mary L. Bonheur.....	114
21	St. Louis (Med. Hat)....	3	Sr. Marie L. Borgat.....	124

ATTENDANCE IN TOWN SCHOOLS.

Public Schools.

No.	Name of District.	Enrolled.	Average Attendance	Percentage of Attendance.
7	Edmonton.....	10,350	7,188.87	69.04
19	Calgary.....	10,163	7,259.72	71.43
47	Macleod.....	406	252.51	62.19
51	Lethbridge.....	1,993	1,408.46	70.67
76	Medicine Hat.....	2,250	1,552.21	68.09
91	Fort Saskatchewan.....	210	149.85	71.35
103	Gleichen.....	173	100.27	57.90
104	Red Deer.....	737	478.92	64.98
121	Pincher Creek.....	201	137.89	68.60
144	High River.....	360	260.36	72.32
178	Okotoks.....	208	160.85	77.33
210	Innisfail.....	236	202.23	85.69
235	Olds.....	300	211.20	70.40
243	Nelson.....	386	261.53	67.75
264	Wetaskiwin.....	704	467.82	66.45
297	Leduc.....	203	131.22	64.64
423	Ponoka.....	288	198.31	68.85
457	Cardston.....	442	211.50	47.85
620	Magrath.....	340	211.20	62.11
628	Blairmore.....	288	176.88	61.41
641	Lamont.....	112	73.25	65.40
647	Galt.....	200	122.72	61.36
652	Didsbury.....	247	168.10	68.05
700	Raymond.....	459	287.59	62.65
730	Nanton.....	203	128.30	63.20
764	Claresholm.....	274	184.87	67.47
839	Athabasca.....	180	108.67	60.37
892	Irvine.....	157	95.15	60.60
933	Taber.....	459	319.44	69.59
944	Stavely.....	115	66.67	57.97
1216	Coleman.....	404	310.52	76.86
1289	Gratum.....	92	52.89	57.48
1315	Camrose.....	429	248.00	57.80
1446	Vermilion Centre.....	255	182.21	71.45
1475	Stettler.....	373	234.44	62.85
1480	New Vegreville.....	386	242.60	62.84
1539	Daysland.....	112	69.06	61.66
1587	Strathmore.....	149	92.03	61.76
1638	Stony Plain Village.....	105	60.59	57.70
1658	Wainwright.....	196	131.65	67.16
1659	Hardisty.....	143	97.60	68.25
1861	Diamond City.....	53	32.41	61.15
1939	Tofield Village.....	221	146.28	66.19
2087	Carmanay.....	107	81.73	76.38
2092	Brooks (Dennis).....	60	29.57	49.28
2131	Bassano.....	195	129.49	66.40
2194	Castor.....	249	146.92	59.00
2283	Redcliff.....	333	188.03	56.46
2298	Edson.....	205	89.43	43.62
2567	Grouard.....	67	25.29	37.74
2912	Hanna.....	186	101.96	54.81
3	St. Albert (R.C. Public).....	151	95.81	63.45
35	Thibault (Morinville).....	95	57.66	60.69

Separate Schools.

1	Calgary.....	1,026	673.21	65.61
7	Edmonton.....	1,465	967.73	66.05
8	Holy Cross (Macleod).....	51	27.07	53.07
9	Lethbridge.....	456	315.87	69.26
15	Sacred Heart (Wetaskiwin).....	74	51.47	69.45
16	St. Martin (Vegreville).....	150	102.74	68.49
17	North Red Deer.....	94	59.46	63.25
18	St. Michael (Pincher Creek).....	114	64.54	56.61
21	St. Louis.....	124	76.35	61.57

EDUCATIONAL INSTITUTIONS NOT DIRECTLY UNDER CONTROL OF DEPARTMENT.

Name of Institution.	Class.	Location.	Number of Pupils under 14.			Number of Pupils 14 and over.			Preparation for Prov. Dept. Exams.
			Boys	Girls	Total	Boys	Girls	Total	
Westward Ho College.....	Preparatory	Edmonton ...	25	2	27	11	11	22	No.
St. Hilda's College.....	Preparatory and Secondary.....	Calgary	...	18	18	...	17	17	Yes.
Robertson College.....	Theological and Preparatory.....	Edmonton S.	...	...	...	45	...	45	Yes.
Alberta Ladies' College.....	Preparatory, Secondary, Commercial and Musical.....	Red Deer.....	...	10	10	...	46	46	Yes.
Western Canada College.....	Preparatory, Secondary and Commercial	Calgary	20	...	20	63	...	63	If desired.
Bishop Pinkham College.....	Secondary	Calgary	21	...	21	11	...	11	Yes.
Alberta College.....	Secondary, Theological, Music and Expression	Edmonton S.	10	17	27	151	25	176	Yes.
Alberta College North.....	Preparatory, Commercial and Music	Edmonton ...	103	147	250	177	223	400	Yes.
Jesuit College.....	Preparatory, Commercial, Classical, Theological.....	Edmonton ...	85	...	85	55	...	55	Yes.
Coupland School.....	Commercial	Calgary	...	...	...	5	27	32	No.
Camrose Lutheran College...	Preparatory, Secondary, Commercial	Camrose	1	1	2	52	41	93	Yes.
Calgary Business College.....	Commercial, Civil Service, Matriculation	Calgary	...	...	...	102	123	225	No.
Knight's Academy.....	Preparatory, Secondary, Theological, Commercial, Music.....	Raymond ...	10	25	35	98	91	189	Yes.
McTavish Business College.	Commercial	Edmonton ...	...	...	...	67	85	152	No.
Alberta Academy.....	Preparatory and Secondary	Lacombe ...	27	27	54	100	66	166	No.
Rosebud Church School.....	Preparatory	Beiseker ...	14	18	32	...	...	...	No.
Victoria Home for Indian Children	Boarding School.....	Nr. Brocket..	12	12	24	9	3	12	No.
Sarcee Boarding School.....	Preparatory and Semi-Industrial	Sarcee Indian Reserve	17	12	29	3	2	5	No.
St. Peter's Boarding School.	Preparatory	Grouard	17	15	32	...	1	1	No.

EDUCATIONAL INSTITUTIONS NOT DIRECTLY UNDER CONTROL OF DEPARTMENT.

Name of Institution.	Class.	Location.	Number of Pupils under 14.			Number of Pupils 14 and over.			Preparation for Prov. Dept. Exams.
			Boys	Girls	Total.	Boys	Girls	Total.	
Lac la Biche Mission School	Preparatory	Lac la Biche.	14	15	29	4	...	4	No.
St. Mary's Apostolic School.	Secondary	N. Red Deer.	...	...	...	22	31	53	No.
Youville Convent.	Preparatory and Indian School.	St. Albert.	83	58	141	5	12	17	Yes.
St. Joseph's Convent.	Preparatory	N. Red Deer.	22	47	69	...	...	...	No.
St. Aloysius' Convent.	Preparatory	Lethbridge	28	45	73	...	...	...	No.
St. Bernard's R.C. Boarding School	Preparatory	Grouard	8	6	14	...	...	...	No.
St. Anthony's R.C. Boarding School	Preparatory	Union Lake, Sask.	24	31	55	1	9	10	No.
Private Boarding School.	Elementary (Provisory)	Castor	15	14	29	2	...	2	No.
The Little Seminary of the Holy Family	Secondary, Classical Course.	St. Albert.	...	...	...	24	...	24	No.
Notre Dame Convent.	Preparatory, Secondary	Morinville	25	42	67	...	11	11	Yes.
St. Bruno's Mission.	Preparatory	Grouard	25	22	47	1	1	2	No.
Immaculate Conception R.C. Boarding School.	...	Stand Off	58	...	58	3	4	7	No.
Juniorate of St. John the Apostle	Classical	Blood Res.	35	...	35	30	...	30	No.
St. Augustine School.	Preparatory and Secondary	Strathcona	...	...	...	...	...	...	No.
St. Henry's Boarding School	Preparatory	Crossing	36	12	48	1	1	2	No.
St. Martin's School.	Preparatory	Ft. Vermilion.	23	11	34	4	1	5	No.
St. Theresa's Academy.	Preparatory	Lake Wabasca	28	17	45	...	...	...	No.
St. Thous Mission School.	Preparatory	Medicine Hat.	11	14	25	1	1	2	No.
Stony Point School.	Preparatory	Wabasca	10	17	27	...	...	...	No.
Kola-Kreeka Methodist Mission	Preparatory	Stony Point, Ft. Vermilion	9	6	15	1	1	2	No.
	Preparatory	Smoky Lake.	34	20	54	13	4	17	No.

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1915.

Name.	No.	Date of Erection.	Gen. Locat'n			Senior Trustee.
			Tp.	Rg.	M.	
Westlock	3208	Jan. 2	60	26	4	J. J. LeBlanc (O.T.), Edmon- ton.
Divide	3209	Jan. 9	55	6	5	Chas. Plavin, Stanger.
Silver Heights....	3210	Jan. 9	38	9	4	E. E. Haney, Talbot.
Nordegg	3211	Jan. 14	40	15	5	J. P. Boyce (O.T.), Red Deer.
Lovett	3212	Jan. 14	47	19	5	J. J. LeBlanc (O.T.), Edmon- ton.
Columbus	3213	Jan. 23	6	18	4	C. L. Atkins (O.T.), New Dayton.
Canton	3214	Jan. 23	5	18	4	E. B. Duell (O.T.), New Dayton.
Poplar	3215	Jan. 25	57	8	5	W. A. Richardson, Wanek- ville.
Pembina Heights.	3216	Jan. 25	60	1	5	M. J. Peterson, Pembina.
Island View.....	3217	Jan. 25	72	6	5	W. C. Wilson, Sawridge.
Cornlands	3218	Feb. 10	20	5	4	L. P. Baptist, Gold Springs.
Kirriemuir	3219	Feb. 10	34	3	4	Roy Spalding, Kirriemuir.
Buck Lake.....	3220	Feb. 10	46	6	5	Wm. Seigel, Winnehik.
Clarkston	3221	Feb. 10	26	6	4	A. McMurchy, Clemens.
Washington Hts..	3222	Feb. 10	41	5	5	Geo. Ambury, Carlos.
Lake Rose.....	3223	Feb. 24	30	14	4	A. Ferguson, Hanna.
Hills	3224	Feb. 24	26	4	4	W. H. Briley, Oyen.
Ronan	3225	Mar. 4	56	9	5	R. A. Barron (O.T.), Edmon- ton.
St. George.....	3226	Mar. 10	31	15	4	H. Steeves, Hanna.
La Prairie.....	3227	Mar. 10	4	22	4	R. S. Winterton, Magrath.
Loyalty	3228	Mar. 10	34	25	4	P. Cooney, Huxley.
Park Road.....	3229	Mar. 10	43	6	4	H. Humphreys, Greenshields.
Brookdale	3230	Mar. 10	55	2	5	C. A. Lynn, Onoway.
Forsyth	3231	Mar. 16	5	17	4	A. E. Jochem (O.T.), Warner.
Georgetown	3232	Mar. 16	30	16	4	N. Burke (O.T.), Delia.
Newport	3233	Mar. 16	31	18	4	Levi Barss (O.T.), Highland.
House Lake.....	3235	Mar. 22	43	5	4	H. W. V. Pecknold (O.T.), Greenshields.
Sunset Valley....	3236	Mar. 25	19	24	4	A. H. Tharle, Vulcan.
White Swan.....	3237	Mar. 25	82	24	5	C. E. Brong, Griffin Creek.
Cartier	3238	Mar. 25	57	10	4	B. Jean, Lafond.
Poe	3239	April 10	49	17	4	W. Thomson, Poe.
Neilville	3240	April 10	27	6	4	A. Cook, Clemens.
Ralstin	3241	April 10	59	18	4	A. Ralstin, Pine Creek.
Hussar	3242	April 10	23	20	4	A. A. Clifgard, Hussar.
Holmedene	3243	April 10	50	16	4	A. E. Fiske, Holden.
Gregerson	3244	April 10	33	4	4	M. Gregerson, Monitor.
Brighton	3245	April 10	60	19	4	John Gwalting, Smoky Lake Centre
Moulin	3246	April 14	12	24	4	Samuel Taylor (O.T.), Bar- ons.
Strathgarry	3247	April 14	11	23	4	R. Henderson (O.T.), Barons.
Laurel Bank.....	3248	April 14	12	22	4	Fd. Simpson (O.T.), Barons.
Rosemary	3249	April 26	43	4	4	D. Pawsey, Edgerton.
Hermit	3250	April 26	72	7	6	Ge. Cranston, LakeSaskatoon.
Eltham	3251	April 26	48	8	4	W. C. Meadors, Cummings.
Ploverdale	3252	April 26	29	10	4	C. J. Martin, Scotfield.
Olive	3253	April 26	29	13	4	Geo. Thomas, Wildunn.
Jura	3254	May 4	3	13	4	J. A. Blust (O.T.), Masinasin.
Excel	3255	May 4	2	13	4	D. T. Reis (O.T.), Masinasin.
Melfort	3256	May 4	3	14	4	T. McCoy (O.T.), Allerston.
Twelve Mile.....	3257	May 6	8	19	4	John McCann (O.T.), Coal- dale.

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1915—Continued.

Name.	No.	Date of Erection.		Gen. Locat'n			Senior Trustee.
				Tp.	Rg.	M.	
Zering	3258	May	11	36	1	4	S. A. Hauck, Atkinson, Sask.
Grenville	3259	May	11	30	1	4	Jas. Arthurs, Loverna, Sask.
Lonely Trail.....	3260	May	11	26	3	4	John Shaver, Oyen.
Delia	3261	May	25	31	17	4	Norman Burke, Delia.
Park Valley.....	3262	May	25	46	1	4	W. T. Harrison, Dina.
Creslow	3263	May	25	27	10	4	D. McBride, Gilbert.
Cleveland	3264	May	25	24	1	4	E. L. Burgess, Empress.
Warren	3265	May	25	65	19	4	R. E. Barr, Flat Creek.
McArthur	3266	June	10	65	18	4	John Pasuak, Flat Creek.
Rochester	3267	June	10	62	24	4	J. R. Betts, Rochester.
Modeste Creek....	3268	June	10	49	5	5	Chas. Lindell, Lindale.
Brown	3269	June	10	25	14	4	J. F. Hopkins, Hutton.
Poplar Site.....	3270	June	10	40	8	4	W. J. Stewart, Hughenden
McIntyre	3271	June	10	17	25	4	J. W. Sweeney, Ensign.
Mound Red.....	3272	June	10	45	27	4	J. L. G. Rattrey, Chesterwold.
Silver Fox.....	3273	June	12	56	20	4	O. Oppegard, Stocks.
Anselmo	3274	June	25	56	10	5	M. Cruls, Anselmo.
Del Bonita.....	3275	June	25	1	21	4	Jas. Hutton, Del Bonita.
Teat Hill.....	3276	June	25	39	7	4	J. E. Disney, Kessler.
Black Diamond...	3277	June	25	20	2	5	T. L. Sanderman, Okotoks.
Moreton	3278	June	25	53	5	4	S. Snelgrove, Wellsdale.
Bird's Eye.....	3279	July	10	2	29	4	John Anderson, Caldwell.
Dupuis	3280	July	24	77	21	5	Albert Trotter, Falher.
North Coaldale...	3281	Aug.	2	10	20	4	H. A. Suggitt (O.T.), Coal- dale.
East Coaldale....	3282	Aug.	2	9	19	4	Frank Knapp (O.T.), Coai- dale.
South Coaldale...	3283	Aug.	2	8	20	4	A. Haley (O.T.), Coaldale.
Michiew	3284	Aug.	10	56	7	5	Robt. McLaughlin, Sangudo.
Cache	3285	Aug.	10	59	12	4	Fred Szewczuk, Ashmont.
Antelope Hill....	3286	Aug.	10	32	14	4	D. Grant, Hanna.
Five Mile Creek..	3287	Aug.	10	71	5	6	John Blinke, Grande Prairie.
White Mountain..	3288	Aug.	10	77	6	6	John Welch, White Mountain Settlement.
Little Eton.....	3289	Aug.	10	33	2	4	S. Z. Barncard, Saskalta.
Forcena	3290	Aug.	10	28	14	4	F. W. Solbig, Rose Lynn.
Meadow	3291	Aug.	10	54	6	4	J. M. Brotherson, Landon- ville.
Willow Ridge....	3292	Aug.	10	63	24	4	H. D. Benham, Lewiston.
Amisk	3293	Aug.	10	41	8	4	Frank Lawley, Amisk.
Bideford	3294	Aug.	16	34	2	4	N. D. Robinson, Bideford.
Martin Centre....	3295	Aug.	23	58	21	4	J. W. Kosure, Dalmuir.
Duffield	3296	Aug.	25	52	3	5	P. Faulkes, Duffield.
Fremont	3297	Aug.	25	61	9	4	P. Boisvert, Therien.
South Ferriby....	3298	Aug.	25	54	2	4	A. W. Heath, South Ferriby.
Moy Hall.....	3299	Aug.	25	16	1	4	S. Haugsvan, Schuler.
West Peace River.	3300	Aug.	25	83	21	5	G. D. McRae, West Peace River.
Langford	3301	Sept.	10	25	7	4	S. W. Spreiter, Chilmark.
Bezanson	3302	Sept.	10	71	2	6	P. M. Bezanson, Bezanson.
Clairmont Lake...	3303	Sept.	10	72	6	6	Almer Kline, Grande Prairie.
Lafond	3304	Sept.	10	56	10	4	J. Brunell, Lafond.
Lac la Biche.....	3305	Sept.	20	67	14	4	C. G. Hite, Lac la Biche.
Rapid Creek.....	3306	Sept.	25	46	26	4	L. Martell, Brightview.
Cold Lake.....	3307	Sept.	25	63	2	4	Z. A. Lefebore, Beaver Cross- ing.
Bouvier	3308	Sept.	25	66	15	4	Francis Bouvier, Lac la Biche.
Meadow Grass....	3309	Sept.	25	23	20	4	Robt. Landels, Ouelletteville.
Vanesti	3310	Sept.	25	47	4	4	H. McLeod, Vanesti.

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1915—Continued.

Name.	No.	Date of Erection.	Gen. Locat'n			Senior Trustee.
			Tp.	Rg.	M.	
Daisy	3311	Oct. 9	12	28	4	H. Paulson, Claresholm.
Big Horn	3312	Oct. 9	73	8	6	T. Williams, Lake Saskatoon.
Warwickville	3313	Oct. 9	52	1	4	S. G. Caville, Lloydminster.
South Edmonton..	3314	Oct. 9	52	24	4	H. A. Calder, Edmonton S.
West Legal	3315	Oct. 25	57	25	4	Frank Lanouette, Legal.
Lilyfield	3316	Oct. 25	58	14	4	A. J. Southwell, Downing.
Glennan	3317	Oct. 25	26	23	4	W. E. Hymas, Rockyford.
Fallis	3318	Oct. 29	53	5	5	Phil Dotterer, Fallis.
Benton	3319	Nov. 3	59	5	5	G. A. Jackson, Campsie.
Englewood	3320	Nov. 10	82	4	6	C. A. Englund, Vanrena.
Brierfield	3321	Nov. 10	55	8	4	Y. Hawrylink, Slawa.
South River	3322	Nov. 10	54	9	4	Dan. Yacy, Myrnam.
Dunn Lake	3323	Nov. 10	53	7	4	Fred Jacula, Peguis.
Round Lake	3324	Nov. 25	54	9	4	Fred Szczerbanuik, Myrnam.
Veteran	3325	Dec. 3	35	8	4	M. E. North, Veteran.
Windy Hill	3326	Dec. 10	19	2	5	H. Brocklebank, High River.
Valleyfield	3328	Dec. 24	1	23	4	D. W. Owens, Taylorville.

CONSOLIDATED SCHOOL DISTRICTS ERECTED DURING
THE YEAR 1915.

Name.	No.	Date of Erection.	Tp.	Rg.	M.	Secretary.
Mountain View..	3	Jan. 5	2	28	4	Wm. Henderson, Mountain View.
Retlaw	4	Mar. 17	13	17	4	G. F. Podoll, Retlaw.
New Dayton	5	April 30	5	18	4	W. E. Gorrill, New Dayton.
Breedford	6	May 17	43	5	4	Robt. Barnett, Wainwright.
Kippenville	7	July 10	2	12	4	A. O. Berg, Kippenville.
Barons	8	July 24	12	23	4	J. A. Gow, Barons.
Coaldale	9	Aug. 27	9	20	4	W. A. Suggitt, Coaldale.
West Lethbridge..	10	Oct. 28	8	22	4	Robt. Crawford, Lethbridge.
Milk River Valley	11	Dec. 3	2	13	4	J. B. Brockhouse, Milk River.
Alix	12	Dec. 11	39	23	4	W. L. Pettet, Alix.

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